

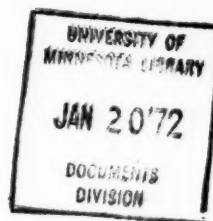
HE 5.77: 6/12

D-6

EDUCATIONAL RESOURCES INFORMATION CENTER

September 1971

Volume 6 Number 12



ERIC

research

in

education

RESEARCH IN EDUCATION

A Monthly Abstract Journal announcing recently completed research and research-related reports in the field of education.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/Office of Education
National Center for Educational Communication

Organization of Journal RESEARCH IN EDUCATION is made up of résumés and indexes. The résumés highlight the significance of each document and are numbered sequentially in the Document Section by ED numbers. The ED prefix identifies Educational Resources Information Center (ERIC) selected documents of educational significance.

The indexes which follow the résumés in each edition cite the contents by:

- Subject
- Author
- Institution
- Accession numbers

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IMPORTANT NOTICE

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See page 256 for new pricing guidelines.

Volume 6 Number 12 December 1971

Research in Education

ED 053 340 - 054 390

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IMPORTANT NOTICE

Introduction

Research in Education is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely educational research reports. It consists of a coordinating staff in Washington, D.C. and 19 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.

DOCUMENT SECTION

SAMPLE ENTRY

ERIC Accession Number—identification number sequentially assigned to documents as they are processed. **ED 013 371**

Author(s). **Norberg, Kenneth D.**

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable). * **64**

Clearinghouse accession number. **AA 000 223**

Title. **Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.**

Organization where document originated. **Sacramento State Coll., Calif. Spons Agency—USOE Bur. of Research Report No.—NDEA-VIIB-449**

Date published. **Pub Date—15 Apr 66 Contract—OEC-4-16-023**

Contract or Grant Number—contract numbers have OEC prefixes; grant numbers have OEG prefixes. **Note—129 p. speech given before the 22nd National Conference on Higher Education, Chicago, Ill., 7 Mar 66. Available from—Indiana University Press, 10th and Morton St., Bloomington, Indiana 47401 (\$2.95)**

Alternate source for obtaining documents. **EDRS Price MF-\$0.75 HC-\$5.24**

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS" other sources are cited above. **Descriptors—*Bibliographies, *Communication (thought transfer), *Perception, *Pictorial Stimuli, *Symbolic Language, Instructional Technology, Visual Stimuli. Identifiers—Stanford Binet Test, Wechsler Intelligence Scale; Lisp 1.5; Cupertino Union School District. The field of analogic, or iconic, signs was explored to (1) develop an annotated bibliography and (2) prepare an analysis of the subject area. The scope of the study was limited to only those components of messages, instructional materials, and communicative stimuli that can be described properly as iconic. The author based the study on a definition of an iconic sign as one that looks like the thing it represents. The bibliography was intended to be representative and reasonably comprehensive and to give emphasis to current research. The analysis explored the nature of iconic signs as reflected in the literature and research.**

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project. **Report Number and/or Bureau Number—assigned by originator.**

Descriptive Note.

Descriptors—subject terms which characterize substantive contents. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors.

Informative Abstract.

Abstractor's initials. **(AL)**

*The key to these codes is as follows:

Code	Description	Code	Description
08	Adult and Vocational Education, Public Law 88-210	52	Library Research and Development, Public Law 89-320, Title II, Part B
16	Captioned Films for the Deaf, Public Law 85-905	56	New Educational Media, Public Law 85-864, Title VII, Part A
24	Cooperative Research, Public Law 89-10, Title IV	64	New Education Media, Public Law 85-864, Title VII, Part B
32	Disadvantaged Students Program, Public Law 89-10, Title I	72	Research in Foreign Countries, Public Law 83-480
40	Handicapped Children and Youth, Public Law 88-164	80	State Educational Agencies Experimental Activities, Public Law 89-10, Title V. Section 505
48	Language Development, Public Law 85-864, Title VI	88	Supplementary Centers and Services, Public Law 88-10, Title III
		95	Other Office of Education Programs

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number.

Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

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EC—Exceptional Children.....	25-28	SO—Social Studies/Social Science Education.....	90-97
EM—Educational Media and Technology.....	28-36	SP—Teacher Education.....	97-110
FL—Languages and Linguistics.....	36-43	TE—Teaching of English.....	110-117
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JC—Junior Colleges.....	53-55	UD—Disadvantaged.....	121-129
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AA

ED 053 340

Carter, Yvonne, Comp. And Others
Aids to Media Selection for Students and Teachers.

Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; National Center for Educational Communication (DHEW/OE), Washington, D.C.

Report No.—OE-34045

Pub Date 71

Note—89p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Cat. No. HE 5.234:34045, Stock No. 1780-0810, \$75)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Audiovisual Aids, Bibliographies, *Booklists, *Instructional Materials, *Intercultural Programs, Multimedia Instruction, Resource Materials

Selected book lists and periodicals which review books, audiovisual materials, and multiethnic instructional materials are presented in this annotated bibliography. The three parts of the bibliography are I. Book Selection Sources, II. Sources of Audiovisual Materials, and III. Sources of Multiethnic Instructional Materials. The lists and periodicals cited contain reviews of materials for pupils in all levels from the elementary grades through high school. The lists are not, however, separated according to school level. Only lists published since 1965 are included. A directory of publishers and an author-title index are given. The publication can be of use not only to teachers and media specialists but also to agencies that are participating in ESEA, Title II, and other Federal programs which provide for instructional materials. (DB)

AC

ED 053 341

Adishiah, Malcolm S.
Let My Country Awake. The Human Role in Development: Thoughts on the Next Ten Years.

Pub Date 70

Note—375p.

Available from—United Nations Educational, Scientific and Cultural Organization, Place de Fontenay, 75 Paris-7e, France (\$9.00)

Document Not Available from EDRS.

Descriptors—*Continuous Learning, *Economic Development, *Economic Factors, *Educational Responsibility, *Politics, *Values

AA 000 725

Identifiers—India, *United Nations

This book is divided into four parts: (1) Development and the minds of men, (2) Development: alpha and omega, (3) The crossroads, and (4) Unesco at work: three places, three functions and a state of mind. Development theory and practice involves evaluation and judgment on the good society, on the good life for men and nations. In its broadest sense, it is political: it requires political judgment and decisions, on the means and ends of social and economic action. This book is a personal statement by the author and draws on his background in India, Unesco, and the science of economics for inspiration. The concept of development has emerged from the confrontation of welfare theory and the science of economics in a world characterized by accelerating political, social and economic change on the one hand, and a radical growth of interdependence on the other. This book explores in depth this science from the standpoint of one who has a great deal of experience in the field. (CK)

ED 053 342

Sands, William A.
Determination of an Optimal Recruiting-Selection Strategy to Fill a Specified Quota of Satisfactory Personnel.

Naval Personnel Research and Development Lab., Washington, D.C.

Report No.—WRM-71-34

Pub Date Apr 71

Note—50p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-723 569, MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Cost Effectiveness, *Military Personnel, *Models, *Personnel Selection, *Recruitment, Training

Identifiers—CAPER, *Cost of Attaining Personnel Requirements

Managers of military and civilian personnel systems justifiably demand an estimate of the payoff in dollars and cents, which can be expected to result from the implementation of a proposed selection program. The Cost of Attaining Personnel Requirements (CAPER) Model provides an optimal recruiting-selection strategy for personnel decisions which minimizes the total cost of recruiting, selecting, inducting, and training a sufficient number of persons to meet a specified quota of satisfactory personnel. (Author)

ED 053 343

Theologus, George C. Romashko, Tania
Development of a Taxonomy of Human Performance: A Feasibility Study of Ability Dimensions for Classifying Human Tasks.

American Institutes for Research in the Behavioral Sciences, Pittsburgh, Pa.

Report No.—AFOSR-70-0930TR; AIR-726-1-70-TR-5; R70-1

Pub Date Jan 70

Note—211p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-705 672, MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Ability Identification, *Feasibility Studies, *Models, *Task Performance, *Taxonomy

The report describes a series of studies carried out to develop methods by means of which observers can describe tasks in terms of their ability requirements. The general objective was to provide an instrument which could be utilized to describe both laboratory and operational tasks along a comprehensive set of specifically defined ability dimensions. (Author)

ED 053 344

Zimpel, Lloyd, Ed.
The Disadvantaged Worker: Readings in Developing Minority Manpower.

Pub Date 71

Note—280p.

Available from—Addison-Wesley Publishing Company, Reading, Mass. (no price quoted)

Document Not Available from EDRS.

Descriptors—*Changing Attitudes, *Disadvantaged Groups, *Employment Opportunities, *Manpower Development, *Minority Groups, Negroes, Training

This document examines the efforts made by American business to make employment opportunities available to the disadvantaged minority worker. Ten major areas are discussed, including the following: changing social attitudes, Negro work attitudes, patterns for disadvantaged programs, management views of hard-core hiring, testing the disadvantaged, training the unemployed, company experience with the disadvantaged, the role of the unions, upgrading and job mobility, and job programs during business slowdowns. Forty readings are included. The point of this collection is to bring together some of the lessons learned over the past few years about how best to fit the disadvantaged jobs into the country's employment pattern. (CK)

ED 053 345 AC 010 512

Hothem, Paul R.
Camp Counselor Influence of the 4-H Junior
Camp Nature Study Programs at Camp Ohio.
Ohio State Univ., Columbus. Cooperative Extension
Service.

Pub Date 71

Note—6p.; Abstract of a field study

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Camp Counselors, *Camping,
*Counselor Attitudes, *Outdoor Education,
*Questionnaires

The amount of interest camp counselors have in nature study and the degree to which counselors might be responsible for the lack of enthusiasm on the part of the campers were studied. Each counselor from 11 junior 4-H camps held at Camp Ohio during 1970 completed a questionnaire during the last 24-hour period of his (her) respective camp. It was found that the attitude and interests of counselors were keys to the success of any 4-H camping program. It was concluded that the most basic needs for an increased interest in nature study by junior campers were greater interest in nature programs by counselors and agent-directors, and training of counselors. (CK)

ED 053 346 AC 010 513

Knight, Calvin Dorr
The Educational Needs of Commercial Dairymen
in Selected Northwestern Ohio Counties.
Ohio State Univ., Columbus. Dept. of Agricultural Education.

Pub Date 70

Note—8p.; Abstract of Master's thesis

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Dairymen, Data Collection, *Educational Needs, *Farm Occupations, *Information Sources, Problem Solving, *Questionnaires
Identifiers—*Ohio

The problems of commercial dairymen in northeastern Ohio, their sources of occupational information, and the relationships between their perception of needs and a professional's perception of their needs were studied. Questionnaires designed to assess these needs were mailed to 400 commercial dairymen and 141 professionals. Major problems, as seen by dairymen, were found to be breeding cows and heifers for high production, keeping cows healthy, and providing the right amount and kind of feed. Major problems of dairymen, as seen by professionals, are maintaining a labor supply, financing improvements, and manure handling and disposal. Sources that dairymen rely on for information are farm magazines, the county agent, the Extension specialist, veterinarians, and vocational agriculture instructors. (CK)

ED 053 347 AC 010 514

Evans, Virginia M.
An Analysis of the Teaching Plan of the Adult
Educator and Its Relationship to Teaching Effectiveness.

Ohio State Univ., Columbus. Cooperative Extension Service.

Pub Date 70

Note—6p.; Abstract of a dissertation

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Educators, *Comparative Analysis, *Effective Teaching, Task Performance, Teachers, *Teaching Techniques

An analysis of the teaching plans of adult educators in the Ohio Cooperative Extension Service and an examination of the relationship between the quality of the teaching plan for one lesson, the effectiveness of teaching performance as rated by supervisors, and personal experience factors of the educator were conducted. A 40% random sample was drawn for the study, and teaching plans were received for 96% of this sample. These were evaluated by an independent jury of adult educators. Each Extension Agent completed a personal experience questionnaire and a self-evaluation of his own teaching plan. Supervisors rated teaching performance by paired comparison of agents. The mean score of the total teaching plans evaluated by the independent jury was 2.44 on a scale ranging from 0-5. Mean scores for teaching plans were highest for home economics agents and lowest for agricultural agents. In addition, supervisors rated differently the teaching performance of county and area agents. Also, significant positive correlations existed between the self-evaluation and the independent jury evaluations of the teaching plans. (CK)

ED 053 348 AC 010 515

Ben Eljionayi, Joseph Aibangbe
The Newsletter as a Communication Medium in
Teaching Low-Income Homemakers.

Ohio State Univ., Columbus. Dept. of Agricultural Education.

Pub Date 70

Note—15p.; Abstract of a Ph.D. dissertation

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, Data Collection,
*Housewives, Information Sources, *Low Income Groups, *Mass Media, *Newsletters,
*Nutrition Instruction, Statistical Analysis

The objectives of this study were to determine the sources from which low-income families generally receive information about nutrition, to determine the extent to which the participants acquired knowledge of nutrition principles as taught through a newsletter, and also to find out their attitude towards the publication as a medium of nutritional information. The experiment itself involved the sending of newsletters on better breakfasts to 60 families in an experimental group by the Ohio Cooperative Extension Service, while no letters were sent to a control group. Questions about these newsletters were asked by interviewers, and the effectiveness of the letters evaluated. Descriptive and experimental statistics were used to analyze and to interpret the data collected. It was concluded that the newsletter is an effective medium for teaching nutritional principles to low-income homemakers. Participants used radio, television, newspapers, and nutrition aides as sources of information on nutrition. (CK)

ED 053 349 AC 010 516

Peal, Charles T. Dotson, Robert S.
Management Practices of Cotton Producers in
Lauderdale County, Tennessee.

Tennessee Univ., Knoxville. Agricultural Extension Service.

Report No.—Extension Study-14-SC-779

Pub Date Jul 71

Note—16p.; Research summary of a graduate study

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Comparative Analysis, Cost Effectiveness, Factor Analysis, *Farm Management, *Farm Occupations,
*Interviews, Knowledge Level

Identifiers—Lauderdale County, *Tennessee

Eighty-one randomly selected cotton producers in Lauderdale County were interviewed for the purposes of: (1) characterizing those in different cotton yield groups, (2) determining which practices were being used by those in different yield groups, and (3) identifying some of the factors influencing the farmers to use or not to use the 12 practices studied. When highest and lowest yield groups were compared, it was found that the latter had: (1) a higher educational level, (2) a larger average size of farm, (3) more average acres of cropland, (4) a larger cotton allotment, (5) planted a larger acreage of cotton, and (6) harvested more average acres of cotton mechanically. With regard to adoption of 12 recommended cotton production practices studied, farmers in the highest yield group had the highest total average practice diffusion rating. Some other factors influencing cotton practice adoption included: (1) the net returns received per acre, (2) the adequacy of machinery and equipment, (3) the amount of technical knowledge of the operator, (4) the relative cost of the practices and benefits received, and (5) the seriousness of land preparation, planting and harvesting problems peculiar to cotton. (Author/CK)

ED 053 350 AC 010 519

Bertcher, Harvey And Others
Role Modeling and Role Playing: A Manual for
Vocational Development and Employment Agencies.

Manpower Science Services, Inc., Ann Arbor, Mich.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date 71

Note—118p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20-32 (GPO: 1971-O-437-211-(66))

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Disadvantaged Groups, *Employment Opportunities, *Manuals, *Models, *Role Playing

This project investigated two major areas: (1) ways in which social science research and employment agency experience could be melded so as to make practical knowledge available to these agencies, and (2) ways of convincing employment agencies to use this knowledge. The manual resulting from the investigation focuses on role modeling and role playing because both have potential in improving the employability of disadvantaged persons. Both also have been used widely in experimental and demonstration projects. The intent of this manual is to serve as a direct and practical tool to employment agencies serving disadvantaged persons. It is also directed to counselors, coaches, community aides, crew chiefs, vocational instructors, and basic education instructors. (CK)

ED 053 351 AC 010 520

Title I, Higher Education Act of 1965: Annual
Amendment to the Tennessee State Plan for
Community Service and Continuing Education
Programs for Fiscal Year 1972.

Tennessee Univ., Knoxville. State Agency for Title I.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jul 71

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, *Community Service Programs, Data Collection, *Demonstration Projects, *Educational Legislation,
*Higher Education, Interviews, *Problem Solving

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, Tennessee

The State Agency for Title I in Tennessee completed a demonstration research project on the identification of community needs in the state in 1966. It was the purpose of this project to demonstrate at least two things: (1) a means of identifying community problems, (2) a method of opening channels of communication between professionals and lay citizens. Interviews were conducted of people who could define problems and identify those most in need of solutions. Representatives of 14 institutions of higher education collected data. Major problem areas were employment, youth opportunities, governmental leadership, and poverty. It was concluded that there were certain causal factors underlying community problems identifying conditions which should be considered in the development of a statewide, comprehensive, coordinated system of community service and continuing education programs. (CK)

ED 053 352 AC 010 521

Employment Aspects of the Economics of Aging. A
Working Paper in Conjunction with the Overall
Study of "Economics of Aging: Toward a Full
Share in Abundance."

National Council on the Aging, Inc., New York, N.Y.

Spons Agency—Congress of the U.S., Washington, D.C. Senate.

Pub Date Dec 69

Note—21p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.15)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Economic Factors, *Employment Opportunities, *Older Adults

The aged will continue to face increasing economic difficulties in the face of inflation unless some positive measure is taken to counteract this trend. In addition, younger working people will have to carry a financial burden of great magnitude as the number of unemployed older people grows. To improve this situation, employment opportunities for older people must be maximized and forced retirement abolished. (CK)

ED 053 353 AC 010 522

Older American Community Service Employment
Act (S. 3604): Hearings before the Special
Subcommittee on Aging of the Committee on Labor
and Public Welfare, United States Senate.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Pub Date 70

Note—214p.; Hearings held at Fall River, Mass. April 4, 1970 and Washington, D.C. June 15-16, 1970

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.00)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Community Service Programs, *Legislation, *Older Adults
Identifiers—*United States Senate

The proceedings of Senate hearings on a bill to authorize the establishment of an older worker community service program are presented. The nature of the proposed program is to give the aged an opportunity to achieve financial independence through employment in federally financed community service programs. The proposed legislation is intended to have an impact into three areas of community life: (1) help the professionals working in the field of human services, (2) provide the elderly individual with a role in helping others, and (3) change the overall image of the elderly. (CK)

ED 053 354 24 AC 010 525

Cundiff, O. W.

The Adult's Judgment About Selected Leisure Activities.

Virginia Polytechnic Inst., Blacksburg.
Spans Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-9-C-048

Pub Date Jun 71

Note—250p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Adult Education, *Data Analysis, Data Collection, Educational Research, Hypothesis Testing, *Leisure Time, *Measurement Techniques, *Student Attitudes

The central purpose of this study was to determine to what extent views of participation in adult education would be changed if viewed through the eyes of the learner rather than through the eyes of the educator. The study report is comprised of five chapters. Chapter I contains discussions of pertinent literature, problem identification, purposes and implications of the study, and three behavioral measuring devices. Chapter II discusses procedures employed in accepting and developing the behavioral measuring instruments. Chapter III concerns the selection of study subjects, collection of data, and preparation of the data for computer analysis. Chapter IV, which discusses an analysis of data, is organized around a statement of the hypothesis under construction and a description of the statistical treatment used to either support or reject the hypothesis. Chapter V is devoted to a discussion of study conclusions, implications of findings to the field of adult education, limitations of the study, and suggestions for further research. (DB)

ED 053 355 24 AC 010 526

Johnston, Denis F.

Education of Adult Workers: Projections to 1985.
Bureau of Labor Statistics (DOL), Washington, D.C.

Report No.—SLF-R-122

Pub Date Aug 70

Note—16p.

Journal Cit.—Monthly Labor Review; August 1970, Reprint 2685

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *Educational Trends, *Labor Force, *Racial Differences, *Sex Differences, Statistical Studies, Tables (Data)

Anticipated improvements in the educational level of the Nation's labor force, projected to the year 1985, are discussed and illustrated by tables and charts. These present data concerning the following: years of school completed by persons 25 years old and over in the civilian labor force, by sex and race, 1950 to 1985; projected educational attainment of the civilian labor force 25 years old and over, by age and sex, 1975, 1980, and 1985; percent of persons in population and civilian labor force with 4 years of high school or more, by age and sex, selected years; percent of persons 25 and over in civilian labor force with 4 years of high school or more, by age, race, and sex, selected years; percent of men and women 25 and over in civilian labor force with 4 years or more of college, by age, selected years; projected educational attainment of the white civilian labor force 25 years old and over, by age and sex, 1975, 1980, and 1985; and projected educational attainment of the Negro and other races civilian labor force 25 years old and over, by age and sex, 1975, 1980, and 1985. A continued upgrad-

ing to 1985 is predicted as the educational attainment of whites and Negroes, men and women, converges toward a median of 12.6 years. (DB)

ED 053 356 AC 010 527

Evaluation of Administration on Aging and Conduct of White House Conference on Aging.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Pub Date 25 Mar 71

Note—123p.; Joint hearings before the Special Committee on Aging and the Subcommittee on Aging, Ninety-Second Congress

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$5.50)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Federal Legislation, *Government Role, *Older Adults, *Program Evaluation

Hearings were conducted for the purpose of inquiring into: (1) the proposed funding cutbacks for programs under the Older Americans Act; (2) the conduct of the White House Conference on Aging; (3) recent reorganization moves affecting the role and status of the Administration on Aging; (4) the proposed creation of a new volunteer agency which would incorporate the Retired Senior Volunteer Program and the Foster Grandparent Program; and (5) whether the Administration on Aging should be extended when its present mandate expires in 1972. (DB)

ED 053 357 AC 010 528

Handbook for Community Organization.

Foundation for Community Development, Durham, N.C.

Pub Date Oct 69

Note—62p.

Available from—Community Organization Project, Southern Regional Council, Inc., 5 Forsyth Street, N.W., Atlanta, Ga. 30303 (no price quoted)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Organizations, *Economically Disadvantaged, Financial Support, *Guidelines, Political Influences, *Problem Solving

This booklet is designed to assist persons who are beginning to work as community organizers. Community organization follows certain patterns: (1) The organizer must enter the neighborhood and learn about its people and problems in the community; (2) The people then get together to form Neighborhood Councils to work on the specific problems of their neighborhood; (3) These councils develop strength through successfully dealing with neighborhood problems. A community is defined as an area where people live and/or a group of people who have common interests. Organization is defined as combining different people into one working body. The overall purpose of community organization is to form a group that can take action on community problems. Guidelines in this handbook are given basically to help the poor help themselves. Ways of securing funds and acting effectively politically are described. (CK)

ED 053 358 AC 010 529

Women in 1970.

Citizens Advisory Council on the Status of Women, Washington, D.C.

Pub Date Mar 71

Note—52p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$4.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Discriminatory Attitudes (Social), *Discriminatory Legislation, *Equal Protection, *Females

Identifiers—*United States Constitution

This document highlights the advances made by women in 1970, e.g., the proclamation of Executive Order 11246, which prohibits sex discrimination by federal contractors and became the instrument for attacking such discrimination in the staffing of universities. The council on female status emphasizes the importance of the growing cooperation among organizations and individuals working for equal rights for women. A memo is presented on the proposed equal rights amendment to the United States Constitution, which states that "Equality under the law shall not be denied or abridged by the United States or by any State on account of sex." This memo spells out in detail many of the provisions of the

proposed amendment and defends some major objections to these provisions. The council points out that in at least two areas, jury service and criminal penalties, women appear to have made progress in 1970 in invoking the protection of the Fourteenth Amendment. (CK)

ED 053 359 AC 010 530

A Guide to Drug Abuse Education and Information Materials.

National Inst. of Mental Health, Chevy Chase, Md. National Clearinghouse for Drug Abuse Information.

Report No.—PHS-2155

Pub Date Mar 71

Note—22p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Drug Abuse, Information Dissemination, *Instructional Films, *Instructional Materials, Mental Health, *Publications, Resource Guides, *School Community Programs

Drug-abuse-prevention materials developed by and available from the National Institute of Mental Health, National Clearinghouse for Drug Abuse Information are described in this guide. The materials are television and radio spots, print ads, posters, a federal source book, flyers, special audience publications, information for the professional, help for teachers, films for schools and adult groups, a play, a game simulation, and a multimedia package. Answers to public inquiries are accomplished by the clearinghouse through publications distribution, information storage and retrieval, and referral to appropriate agencies. A loan request form and an order form are provided. (DB)

ED 053 360 AC 010 531

Continuing Education Seminars.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.

Pub Date 71

Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, *Community Organizations, *Manuals, *Models, Problem Solving, *Seminars

This manual was conceived and developed on the premise that many of the problems that face individuals in a democratic society can best be resolved by concerted, community-wide action. The seminar approach to resolving urgent community issues has been pioneered by a number of municipalities throughout the State of New York. Included in the manual are the basic procedures for facilitating the dialogue necessary to the success of the seminar approach. Four models give detailed examples of how the seminars might be promoted and conducted. (CK)

ED 053 361 AC 010 532

Off-Campus Study Centers for Government Employees.

Civil Service Commission, Washington, D.C. Bureau of Training.

Report No.—Pamp-T-4

Pub Date Jul 71

Note—163p.; Revised edition

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (0060-0568, \$1.25)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Adult Education, Continuing Education Centers, *Directories, *Government Employees, *Study Centers, *University Extension

This document is a compilation of off-campus study centers for government employees. Listings are shown on an agency by agency basis, and the location of each center and a description of the courses and degrees available to governmental personnel are given. An institution index and a subject index are included at the end of the document. (CK)

ED 053 362 AC 010 534

Cass, Angelica W.

Basic Education for Adults: A Handbook for Teachers, Teacher Trainers, and Leaders.

International Inst. for Labour Studies, Geneva (Switzerland).

Pub Date 8 Oct 71

Note—159p.

available from—Association Press, 291 Broadway, New York, N.Y. 10007 (\$5.95)

Document Not Available from EDRS.

Descriptors—*Adult Education, *Behavior Change, *Functional Illiteracy, *Learning Activities

Basic education for adults offers men and women of all ages an opportunity to obtain the minimal skills that are needed if an individual is to function independently. It provides sequential educational training geared to the needs of adults who lack the skills required to read, write, figure, as well as the general knowledge necessary to secure adequate compensation necessary to daily living. An adult is defined as a person 16 years of age and over. Adult learning is related to many diversified factors. Since learning inevitably involves behavior change, the learning process in adults will be more gradual and subtle than in children. (CK)

ED 053 363

AC 010 535

Cox, Robert W.

The International Institute for Labour Studies: Appraisal and Forward Look.

International Inst. for Labour Studies, Geneva (Switzerland).

Pub Date 71

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Industrial Relations, *Labor Education, *Leadership Training, *Research Projects, *Social Development, *Teacher Education

An appraisal is made of work accomplished by the International Institute for Labour Studies during the period 1965-1970, and guidelines for future development are suggested. Educational work accomplished by the institute since 1965 followed the general purpose of providing leadership education for those in labor and social policy fields. Related to this are identification of the target group, approaches and methods, the need for financing to provide materials and teaching fellowship, and the institutes internship courses. Institute research has concentrated on the general area of social relations and social organization. The research has included symposia on migration, wages, and inflation; a comparative study of workers' participation in management; a research project on strategic factors in industrial relations; research in the field of social participation in transitional societies; and the establishment of International Industrial Relations Associations. In addition to books, the institute also publishes the ILLS Bulletin. Future directions of the institute in education and research work concern future trends in industrial relations; in social policy, transnational labor relations, social participation and organization building in transitional societies, and the promotion of labor studies. (DB)

ED 053 364

AC 010 536

Smuts, Robert W.

Women and Work in America.

Pub Date 71

Note—197p.

Available from—Schocken Books, 67 Park Avenue, New York, N.Y. 10016 (\$2.45)

Document Not Available from EDRS.

Descriptors—*Employment Trends, *Feminism, *Job Market, *Labor Force, *Sociology, *Wages, *Working Parents, *Working Women

Identifiers—Conservation of Human Resources Project

This book grew out of the research of the Conservation of Human Resources Project at Columbia University. It provides an updated version of a book with the same title and by the same author that was published in 1959. The subject is discussed in the following chapters: I. The Work of Women; II. The Women Who Work; III. The Demands and Rewards of Women's Work; and IV. Women, Men, and Work: Values and Attitudes. An appendix provides a note on the statistics reported. Notes and an index are given. (DB)

ED 053 365

AC 010 537

Farmer, Martha L., Ed.

Counseling Services for Adults in Higher Education.

Pub Date 71

Note—172p.

Available from—The Scarecrow Press, Inc., Metuchen, N.J. (no price quoted)

Document Not Available from EDRS.

Descriptors—*Adult Counseling, *Adult Students, *Higher Education

This book assesses what is needed and what is being done in the field of counseling and in evening college and other higher education programs for adults. The contributions of the various authors to this work give evidence of the need for counseling services if college and university adult education programs are to be a significant factor in higher education and in society as a whole. This volume is an effort to provide relevant information for those involved in higher education for adults; it contains 13 essays by 12 different authors. (CK)

ED 053 366

AC 010 538

McKnight, Eleanor M.

Nursing Home Research Study. Quantitative Measurement of Nursing Services.

Public Health Service (DHEW), Washington, D.C. Div. of Nursing.

Pub Date Oct 70

Note—60p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$6.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Data Analysis, *Medical Services, *Nursing Homes, *Older Adults, Patients (Persons), *Research Methodology, *Staff Utilization, Tables (Data)

The Nursing Home Research Study is concerned with the quantitative measurement of nursing service in nursing homes. The purpose of the project was to provide data needed to establish a basis for proposing minimal staffing patterns for nursing homes. In an adaptation of the methodology used in a study conducted by the Milwaukee, Wisconsin Health Department in 1962-63, nurse observers collected data by observing the nursing care of 195 sample patients in 14 nursing homes located in the Denver Metropolitan area during the period November 5, 1965 to April 17, 1966. The data were obtained on the number of specific nursing activities completed in 24 areas of nursing care; the time required for the categorical levels of nursing personnel to perform these activities for patients with minimal, moderate, or maximum nursing needs, ambulatory and nonambulatory; the distribution of personnel by shift; and the characteristics of the patients residing in the homes. These data will be invaluable in judging proposals for establishing guidelines for staffing of nursing homes. (Author/DB)

ED 053 367

AC 010 539

Kleis, Russell J.

Bibliography on Continuing Education.

Michigan State Univ., East Lansing. Coll. of Education.

Pub Date May 70

Note—45p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, *Bibliographic Citations, *Bibliographies, *Graduate Study

This is the fourth in a series of annual updatings of the bibliography on continuing education. The bibliography is organized in 10 categories: I. General Overview of Continuing Education; II. Adult Learning and Methods in Continuing Education; III. Social Foundations and Social Significance; IV. Continuing Education in Colleges and Universities; V. Continuing Education in Local Communities; VI. Adult Basic Education (Fundamental Education); VII. Continuing Education for Special Groups; VIII. Comparative Studies in Continuing Education; IX. Bibliographies and Research in Continuing Education; and X. Periodicals and Special Publications. The first eight categories consist principally of books, and relate to courses, seminars, and institutes of the program of Graduate Studies in Continuing Education at Michigan State University. (DB)

ED 053 368

AC 010 540

Continuing Education in the Local Community. Michigan State Univ., East Lansing. Coll. of Education.

Pub Date Jun 70

Note—237p.; Working papers presented in a combined seminar in Continuing Education in the Local Community, ED882/982, Michigan State Univ., 1970

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Adult Education, *Community Programs, *Graduate Study, *Institutional Role, *Professional Education, Seminars

Twenty-two working papers presented at a graduate seminar in continuing education at Michigan State University during the Spring term of 1970 are compiled in this publication. The chief purpose of the publication, which is considered a "by-product" of the seminar, is to provide the seminar participants with the means by which to recall insights and convictions developed at that time. The working papers are concerned with one of the following topics: "Role of Institutions in a Community System of Continuing Education"; "General Areas of Program Emphasis"; "Administrative Concerns"; and "General Topics." The seminar, which included "credit" and "visitor" members, was structured along the following steps: (1) the instructor proposed a general plan for conducting the seminar (Appendix I); (2) a seminar committee developed a revised and more detailed plan, which became the guide (Appendix II); (3) each seminar member selected an institution or issue; conducted research; developed an initial working paper; distributed copies; and read his paper; (4) each paper was discussed by groups of six members, and suggestions were made; (5) papers were rewritten; and (6) revised papers were categorized and compiled by the seminar committee. Appendix III presents excerpts from the constitution, school code, statutes, and administrative rules of the State of Michigan. Appendix IV is a form for rating institutional involvement in continuing education. (DB)

ED 053 369

AC 010 541

Report of the Committee on Education to the President's Commission on the Status of Women.

President's Commission on the Status of Women, Washington, D.C.

Pub Date Oct 63

Note—75p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$5.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Counseling, *Adult Education, *Counseling Programs, *Educational Quality, Family Life Education, Financial Support, *Volunteer Training, *Womens Education

The educational needs of all women in the United States were studied. Educational opportunities for the mature women fall very short of the need. The committee therefore recommends that: (1) a large-scale effort be made to provide a system of elementary and secondary education for adults, with regard for the special needs of women and for the life experiences of all adults; (2) the opportunities for mature women to continue their education beyond high school be greatly expanded and adapted to their needs; (3) funds be made available to colleges, universities, and vocational, technical, and professional schools to help mature women complete, augment, or redirect their education; and part-time students be eligible under Federal-aid and university-aid financial programs; and (4) new and imaginative educational programs be developed for the woman in her home. Educational changes that are needed in the school and college years are related to improving the educational opportunities for all of the Nation's children. The committee recommendations are that: (1) expanded educational opportunities of high quality be provided for all groups in our society from kindergarten through graduate school; (2) skilled counseling be an integral part of education; (3) an examination be made of all educational programs to prepare females for homemaking; (4) education in volunteer work be given. (DB)

ED 053 370

AC 010 542

Smith, G. A.

An Integrated Approach to Agricultural Extension.

Pub Date Jul 71

Note—31p.; Paper presented at the SARCCUS Agricultural Extension Workshop (Swaziland, July 5-6, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, *Agricultural Education, *Agricultural Production, *Credit (Finance), *Developing Nations, *Integrated Activities, Literacy Education, Rural Extension Identifiers—Rhodesia, Southern Africa

The underlying theme of this paper is the relevance of the "package program" approach for the development of peasant agriculture in

Southern Africa, particularly where there are livestock and population pressures with a declining soil fertility situation. In Rhodesia, full-time short literacy courses were held in June and July 1970, as a means of improving the technical efficiency of savings clubs and as a possible starting point for a broad program of adult education, starting with agricultural development (see ED 044 596). The agricultural "package program" was organized as part of the literacy follow-up program, the participants being those who were members of savings clubs, but not necessarily those who had attended the literacy course, and who could grow one or one-half acre of maize. The four major steps of the crop production were: (1) land preparation, (2) planting, (3) post-planting operations, and (4) grain storage. Though still in its early phases, the advantages of a "package" type program are that members of the project receive specific advice, and they have access to the loan financing necessary to purchase recommended agricultural inputs, which are available locally at a cost less than that of other suppliers. The long-term aim is for the savings clubs to develop into full credit unions that can finance agricultural development by loans to members. (DB)

ED 053 371

AC 010 543

Challenges of the '70's.

Association of Univ. Evening Colleges, Norman, Okla.

Pub Date Nov 70

Note—192p.; Proceedings of the 32nd annual meeting, Association of Univ. of Evening Colleges, Montreal Quebec, Canada (November 8-12, 1970)

Available from—Howell W. McGee, Executive Secretary, Association of University Evening Colleges, University of Oklahoma, Norman, Okla. (\$5.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Adult Education, *Educational Needs, *Evening Colleges, *Professional Associations, *University Extension

Learning is approached in these sessions as a lifetime process and not as something occurring over a definable, limited period of time. Certain ideas; however, have served to keep the evening college from realizing its full potential: (1) the notion that evening programs should be circumscribed the way regular programs are, and (2) negative attitudes toward educational technology. One of the major challenges to universities in the seventies is the expansion of adult education programs and the accompanying needs of such an expansion. Other challenges are limited finances, the pursuit of academic excellence, and cooperation among organizations promoting adult education. (CK)

ED 053 372

AC 010 545

Supervision and Group Performance. Instructor's Guide.

Civil Service Commission, Washington, D.C. Bureau of Training.

Pub Date 70

Note—540p.

EDRS Price MF-\$0.65 HC-\$19.74

Descriptors—Conferences, *Government Employees, *Guides, Instructional Aids, *Leadership Training, *Problem Solving, *Supervisors, Teaching Techniques

This guide outlines a course designed to give first-line supervisors in the federal government an understanding of leadership concepts. The methodology of the course is a series of problem-solving conferences. There are 16 sessions in the course: 1. Problem census and introductions; 2. The job; 3. Filling a job - Federal Merit Promotions Policy; 4. The individual at work - Equal employment opportunity; 5. The work group; 6. Leadership—authority, power, and influence; 7. Observing a group; diagnosing the situation; 8. Collecting facts about group task and group maintenance functions; 9. Bringing about change; 10. The man in the middle, the supervisor-Labor-management relations; 11. The new employee; 12. Learning and training; 13. Evaluating; 14. Dealing with departures from standards; 15. When an employee has a personal problem; and 16. Summary and Evaluation. (CK)

ED 053 373

AC 010 546

Bale, Ronald M. And Others

Replacement Air Group Performance as a Criteria for Naval Aviation Training.

Naval Aerospace Medical Research Lab., Pensacola, Fla.

Report No.—NAMRL-1126

Pub Date Dec 70

Note—13p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-718 848, MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Correlation, *Flight Training, *Graduate Study, *Predictive Validity
Identifiers—RAG, *Replacement Air Group, United States Navy

The current criterion for prediction of performance of student naval aviators is the dichotomy of success versus failure in undergraduate flight training. This criterion has enabled the naval air training command to make reasonable estimates of the probability of an applicant or student completing flight training. However, a costly attrition problem exists among those aviators who completed undergraduate flight training but were not successful in the replacement air group (RAG), or postgraduate phase of instruction. The study employed a multiple correlation analysis to examine the possibility of utilizing RAG completion as an advanced criterion variable. Undergraduate training grades were found to significantly predict RAG completion. (Author)

ED 053 374

AC 010 557

Development Education.

World Council of Churches, Geneva (Switzerland).

Pub Date 69

Note—46p.; Report of the Consultation organized in Geneva in May 1969 by the Secretariat on Development Education of the World Council of Churches

Available from—World Council of Churches, 150 route de Ferney, 1211 Geneva 20, Switzerland (no price quoted)

Document Not Available from EDRS.

Descriptors—*Christianity, *Church Role, *Developed Nations, *Developing Nations, Economic Factors, *Educational Programs, Politics, Social Change

Identifiers—*World Council of Churches

The educational programs and materials of the churches involved in the World Council of Churches must be a part of the response that the poor nations of the Third World are demanding from the developed countries. Change is a key concept to these educational concepts and can only be effected by political action. Actions that must be taken on the part of the Church are: (1) the development of a theology that is relevant to questions of economic and social change, (2) an inquiry into the attitudes that Europeans have towards the Third World, and (3) the application of political pressure on candidates at election time by making them aware of serious local concern about the problems facing poor countries. (CK)

ED 053 375

AC 010 558

Westervelt, Esther Manning Fixter, Deborah

Women's Higher and Continuing Education: An Annotated Bibliography with Selected References on Related Aspects of Women's Lives.

Pub Date 71

Note—67p.

Available from—Publications Order Office, College Entrance Examination Board, Box 592, Princeton, N.J. 08540 (\$1.50)

Document Not Available from EDRS.

Descriptors—*Adult Education, *Annotated Bibliographies, *Females, *Higher Education

This document is principally an annotated bibliography of works dealing with women in higher education. A total of 290 annotations are included. Twenty additional annotations are contained concerning related aspects of women's lives. (CK)

ED 053 376

AC 010 559

A Study of the Banff School of Fine Arts and the Banff Centre for Continuing Education.

Pub Date 69

Note—127p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Adult Education, *Data Collection, *Educational Change, *Individual Development, *School Role

Identifiers—Banff Centre for Continuing Education, *Banff School, Canada

The objectives of this study were: (1) to study the present goals and operations of the Banff school in Canada and to approach its unique contributions to the life of the nation, (2) to assess the role the school might play in the future, and (3) to determine the most effective arrangement for governing and support of the school. Most of this report deals with suggestions for change and improvement in the future. The study was conducted over a five-week period. Data was obtained in the following ways: (1) interviews and correspondence with individuals having some association with the school, and (2) collection of relevant reports and other documents concerning the school. Conclusions are: (1) The Banff school contributes greatly to Canada, Canadians, and all who attend the Center because it helps them attend to their deepest needs; (2) Some changes are needed in administrative arrangements to offset the impersonality that has crept into the center, e.g., alterations in the conference rooms, additions to the learning materials, and the recruiting of conference counselors. (CK)

ED 053 377

AC 010 560

Houle, Cyril O.

Residential Continuing Education.

Syracuse Univ., N.Y. Publications Program in Continuing Education.

Pub Date Sep 71

Note—97p.; Notes and Essays on Education for Adults No. 70

Available from—Syracuse University Press, Box 8, University Station, Syracuse, N.Y. 13210 (\$3.00)

Document Not Available from EDRS.

Descriptors—*Adult Education, *Essays, *Learning Activities, *Residential Programs, *Universities

The theme of this discursive essay is residential continuing education: its definition, its development along somewhat different lines in Europe and in America, and its practice in university centers in the United States. Continuing education includes any learning or teaching program that is based on the assumptions that the learners have studied some related body of content previously and that they wish to carry on the process further. Practical considerations usually make it necessary for an adult to spend only a short time away from his normal environment. Thus, residential education customarily has a compass of from one day to several months. Four patterns of residential education emerge: (1) structured so that all daily activities focus on the learning process, (2) structured so that daily activities are closely related to the learning process, (3) structured so that activities have little relation to learning, and (4) structured so that daily activities have no relation to learning. One conclusion reached in this essay is that in the 20 years since major university centers of residential continuing education appeared, they have made progress toward establishing themselves as important instruments of an old conception of teaching. (CK)

ED 053 378

AC 010 561

Moses, Stanley

The Learning Force: A More Comprehensive Framework for Educational Policy.

Syracuse Univ., N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—Occas Pap-25

Pub Date Oct 71

Contract—OEC-1-7-070996-4253

Note—42p.

Available from—Library of Continuing Education, 107 Roney Lane, Syracuse, N.Y. (\$1.25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, *Conceptual Schemes, *Educational Development, *Educational Policy

The educational system, i.e., participation in elementary, secondary, and higher education, is referred to as the Core. As the nation has developed economically and socially, the system has continually expanded, and the focus of educational planning has been that education is a necessity and the more one has of it the better. The Learning Force refers to all those participating in educational activity - in the Periphery as well as the Core. The Bureau of the Census conducted a study of participation in adult education, which concluded that "in October, 1957, 8.3 million, or 7.8%, of the adults in the United States were estimated to have participated in

adult education classes at some time during the preceding year." A new conceptual framework for the formulation of educational policy must include not only those programs in the Core, but also the variety of alternatives presented in programs in the Periphery and in other more informal types of learning activities. (CK)

ED 053 379 AC 010 562

A Plan for Fluency First.

Saskatchewan NewStart, Inc., Prince Albert.

Pub Date 71

Note—184p.

Available from—Saskatchewan Newstart, Incorporated, Prince Albert, Saskatchewan, Canada (no price quoted)

Document Not Available from EDRS.

Descriptors—*American Indians, *English (Second Language), *Functional Illiteracy, *Language Fluency, *Teaching Techniques
Identifiers—*Canada

This paper presents a proposal for a new approach to the fundamental problem of illiteracy existing among the Indians in the northern prairie provinces of Canada. It also suggests several ways in which the use of native language can be strengthened. The approach to be used in solving the language problem is the Teaching of English as a Second Language (TESL). The learner's mother tongue is never or rarely used during instruction; automatic language habits are developed through repetitions of sentence patterns, substitutions of vocabulary, in real or realistic situations. The TESL Literacy Course will include a variety of oral language approaches and activities, such as: (1) direct oral teaching with a small group of students, (2) language laboratory practice, and (3) daily "mini-visits" or other group activities. Proposed course content includes most of the tenses, modals, and many conjunctions. (CK)

ED 053 380 AC 010 563

Marchese, Lamar

CATV in Central Appalachia: A Feasibility Study. Morehead State Univ., Ky. Appalachian Adult Education Center.

Spons Agency—Appalachian Regional Commission, Washington, D.C.

Note—75p.; Interim Report

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cable Television, Community Antennas, *Depressed Areas (Geographic), *Educational Needs, *Statistical Data, *Surveys
Identifiers—*Appalachia

This document examines the problems and potentials that cable televisions have in public service, with a view toward understanding CATV's growth and how that growth relates to the developmental and educational needs of the Appalachian Region. Six developmental districts in Appalachia were chosen for intensive study. A team of consultants was organized to perform the research. Statistics were collected by the questionnaire method. Data gathered indicate that: (1) Cable systems that have been 0-500 subscribers have an average market saturation of 60%; (2) Systems with between 501 and 1,500 subscribers have an average 63% market saturation; (3) Cable systems with 1,501 to 3,500 and above have an average market penetration of 62%. This survey also showed that the CATV operators would be interested in participating in a regional cable television network. Upon completion of the research, an engineering report will be issued. (CK)

ED 053 381 AC 010 564

Wilson, O. J.

Cultural Enrichment through Community Action.

Western Kentucky Univ., Bowling Green.

Pub Date Jul 70

Note—73p.; Final Project Report

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Art Education, *Community Action, *Cultural Enrichment, *Demonstration Projects, Music Education, Theater Arts, *Workshops

Identifiers—*Kentucky

This project was conceived as a technique for helping to eliminate a cultural void in the areas of art, music, and theatre in the service area of Western Kentucky University. To implement this concept, demonstrations were conducted in art, music, theatre, and in library and lecture resources in 16 counties over a four-year period. The attendance of these workshops totaled 5,386

over the four years. Periods of instruction lasted three hours and all workshops met twice monthly. A variety of instructional materials was available throughout the life of the workshops, e.g., six potter's wheels, six electric kilns, and six portable looms in the art workshops and 40 stringed instruments and an adequate supply of sheet music in the music workshops. These workshops were in essence seminars emphasizing free discussion, exchange of ideas, practical methods, skills, and principles and were directed toward adults already employed in the fields. Since the beginning of the project, 34 ongoing programs in art, music, and theatre have been developed in the 16 counties served. (CK)

ED 053 382 AC 010 565

Roomkin, Myron

An Evaluation of Adult Basic Education under the Manpower Development and Training Act in Milwaukee, Wisconsin. Final Report.

Wisconsin Univ., Madison. Industrial Relations Research Inst.

Pub Date Dec 70

Note—218p.; Doctoral thesis

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-196 743 HC \$3.00, MF \$0.95)

Document Not Available from EDRS.

Descriptors—*Adult Education, *Cost Effectiveness, Educational Legislation, *Manpower Development, Models, *Program Evaluation, *Statistical Analysis, Surveys

Identifiers—*Manpower Development Training Act, MDTA

The study focuses on the effectiveness of adult basic education under the Manpower Development and Training Act (MDTA). The investigation is a case study of the MDTA adult basic education program in Milwaukee, Wisconsin. Background material on basic education for adults is provided as well as a short history of the federal government's involvement in basic education. Two alternative research approaches are used in the study. The first entails construction of an econometric model that predicts earnings improvement from a set of independent variables. From the model, the amount of earnings gain associated with adult basic education can be estimated. Second, the performance of basic education trainees in terms of accomplishing specific program objectives is compared with the performance of similar individuals who did not participate in the program. (Author)

ED 053 383 AC 010 566

Haines, John Stirling, Jr.

Human Capital Obsolescence: The Effects on Earnings Patterns of Engineers of the Expansion of Technical Knowledge.

Wisconsin Univ., Madison.

Pub Date Sep 70

Note—239p.; Doctoral thesis

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-194 745, MF \$.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Data Analysis, *Economic Research, *Engineers, *Knowledge Level, Learning Theories, *Models, Technological Advancement

This study analyzes the impact on earnings of human-capital obsolescence, human-capital deterioration, unstructured on-the-job learning, and structured on-the-job learning. The study defines these four concepts, discusses their determinants, and analyzes the market mechanics by which each influences earning rates. A model is developed and adapted to detailed engineering occupations, and the implications of the model are tested. (Author)

ED 053 384 AC 010 567

Harrison, Bennett

Education, Training, and the Urban Ghetto. Final Report.

Maryland Univ., College Park. School of Social Welfare.

Pub Date 70

Note—348p.; Doctoral thesis

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-196 454, MF \$.95, HC \$6.00)

Document Not Available from EDRS.

Descriptors—Academic Achievement, *Economic Research, *Employment Patterns, *Ethnic Groups, Income, Interviews, *Manpower Utilization, Statistical Data, *Urban Areas

The study investigated the 'payoff' to investments in the human capital of nonwhite urban workers, taking account of whether they live in a core city ghetto, in the non-ghetto central city, or in the suburban ring. Three measures of 'payoff' were specified: weekly earnings, average annual unemployment or the conditional probability of being unemployed, and occupational status. The policy variables of interest were years of school completed and participation in any of five formal training programs. Control variables included age, sex, race, and industry group in which the person works. The primary sample studies consisted of over 11,000 micro household interviews from the 12 largest SMSA's in the country, drawn from interviews conducted in March 1966 and March 1967 by the Bureau of the Census. Additional samples studies were drawn from nearly 40,000 household interviews from the eight cities in the 1966 Urban Employment Survey. (Author)

ED 053 385 AC 010 570

Smith, Robert G., Jr.

A Manpower Delivery System: Implications for Curriculum Development.

Human Resources Research Organization, Alexandria, Va.

Report No.—HUMRRO Prof Pap-19-70

Pub Date Jun 70

Note—11p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-713 499, MF \$.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Curriculum Development, Educational Planning, *Manpower Needs, *Models, *Occupational Guidance, Systems Analysis, *Vocational Education

A simplified and abstract model of a manpower delivery system is presented. The relationships among the functions of occupational demands, guidance activities, placement work, occupational barriers, and interests of the job-seeker are discussed. The model points out to educational and training planners the principal aspects to consider when conducting a system analysis for vocational or professional education. (Author)

ED 053 386 AC 010 573

Adequacy of Technical Manuals. Final Report on Materiel Test Procedure.

Army Test and Evaluation Command, Aberdeen Proving Ground, Md.

Report No.—MTP-7-3-514

Pub Date Feb 71

Note—12p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-720 561, MF \$.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Evaluation Techniques, *Instructional Materials, *Manuals, *Military Training

Test methods and techniques are provided for evaluating the adequacy of technical manuals and related publications to support the mission requirements of Army materiel. (Author)

ED 053 387 AC 010 575

Perry, Yvonne S. Cahill, Edward E.

The Community Leadership Seminar: A Report on a University-Community Joint Venture.

Pennsylvania Univ., Philadelphia. Human Resources Center.

Spons Agency—Philadelphia Foundation, Pa.

Pub Date Jun 71

Note—142p.

Available from—University of Pennsylvania, Human Resources Center, Institute for Environmental Studies, Philadelphia, Pa. 19104

Document Not Available from EDRS.

Descriptors—*Community Leaders, *Leadership Training, *Program Evaluation, *School Community Programs, *Seminars, Skill Development

A program for training indigenous leadership in coping with the problems of urban society is described in this report. The report is divided into seven parts. The problems of organizational group identification and selection are considered in Part I. Part II contains material concerning the seminar representatives' organizations; the program-development process and participants' characteristics are discussed in Part III; Part IV is an analysis of the content of the seminar; the participants' evaluations of the seminar comprise Part V; results of a six-month follow-up survey and a summary of study conclusions are given in Part VI; and Part VII is a listing of recommendations.

tions found throughout the report. The nine appendices contain the Program Baseline Questionnaire, Topical Areas Identified by Organizational Representatives, List of Participants, Outline of Leadership Seminar, Discussion on "The System," Outline for Proposal Writing, List of Printed Material Distributed to the Seminar Participants, Seminar Evaluation, and Individual Participant Survey Schedule. A bibliography containing 87 entries is included. (DB)

ED 053 388 AC 010 576

Stephens, Michael D., Ed. Roderick, Gordon W., Ed.

Teaching Techniques in Adult Education.

Pub Date 71

Note—206p.

Available from—David & Charles, Limited, South Devon House, Newton Abbot Devon, England (3 pounds, \$7.20)

Document Not Available from EDRS.

Descriptors—*Adult Education, Audiovisual Aids, Curriculum Design, *Guidelines, *Instructional Aids, Programmed Instruction, Role Playing, *Student Teacher Relationship, *Teaching Methods, Teaching Techniques

The teaching of adults often presents different problems and demands from those facing teachers in primary or secondary schools. The contributions in this book provide a general text to aid and stimulate anyone teaching adults or in any way concerned with vocational or non-vocational adult education. The chapters, all compiled by experts in their field, deal with specific teaching methods such as those on "The Use of the Talk in Adult Classes" or on "Tuition by Correspondence"; or they concentrate on allied fields such as "Adult Learning," "Syllabus Design and Lesson Preparation" and "Teaching Aids," which both supplement and highlight the chapters on teaching methods. The methods at present used in the teaching of adults are fully described and assessed. The volume will prove a useful handbook both for the new teacher in the field of adult education and for those with more experience. (Author)

ED 053 389 AC 010 577

How to Conduct a Meeting.

Dun and Bradstreet Business Library, New York, N.Y.

Report No.—AB-9

Pub Date 69

Note—147p.

Available from—Apollo Editions, 201 Park Avenue South, New York, N.Y. 10003 (\$2.65)

Document Not Available from EDRS.

Descriptors—*Meetings, *Planning Meetings, *Program Guides

This guide book provides valuable checklists, charts and forms, pointers and case histories to help in organizing and conducting a successful meeting. The 16 chapter headings are as follows: What to Expect from a Meeting; The Meeting-Planner: The Catalyst; Using an Outside Consultant; First Things First—So Let's Look at Planning: Developing the Plan and Program; Assembling the Cast; Where Shall It Be Held; Gentlemen, Be Seated; People Do Get Hungry; Countdown to Your Meeting; Press Relations Etiquette; Communicating with Your Audience; Getting the Audience Involved; Injecting Excitement into Your Meeting; Putting Visual Aids to Work; and For a Better Meeting Next Time. (DB)

ED 053 390 AC 010 578

Toward the Educative Society.

Syracuse Univ., N.Y. Publications Program in Continuing Education.

Pub Date Jan 71

Note—102p.; Notes and Essays on Education for Adults No. 67

Available from—Syracuse University Press, Box 8, University Station, Syracuse, New York 13210 (\$2.50)

Document Not Available from EDRS.

Descriptors—*Adult Education, *Continuous Learning, Educational Innovation, *Educational Planning, Elementary Education, *School Responsibility, Secondary Education, *Student Motivation

A report is made of a study concerning ways by which both elementary and secondary schools can motivate students to become interested in continuing their education throughout their lifetime. The body of the report, consisting of four chapters written by four different authors,

contains suggestions as to ways in which the schools in the United States may perform this task more successfully. The final chapter discusses commonviews, common concerns, relations between needs and recommendations, and some implications for the schools. (DB)

ED 053 391 AC 010 579

McHenry, Ruth W., Ed.

Ends and Means: The National Conference on Continuing Education in Nursing, 1970.

Syracuse Univ., N.Y. Publications Program in Continuing Education.

Pub Date May 71

Note—133p.; Notes and Essays on Education for Adults No. 69

Available from—Syracuse University Press, Box 8, University Station, Syracuse, New York 13210 (\$2.50)

Document Not Available from EDRS.

Descriptors—*Adult Education, *Conference Reports, *Continuous Learning, *Medical Education, *Nursing

A conference was held to provide nurse educators who are active in programs of continuing education in nursing with opportunities to share information, increase their administrative competence, prepare guidelines for programs, develop a national organization, and obtain information about other continuing education organizations so that relationships could be explored. Papers presented at the conference are reproduced in this report, as are a summary of recommendations from the national conference held in 1969, questions and answers, a proposal to the general assembly, group reports, and evaluation of the conference, and an appendix which consists of a sample of the conference evaluation form that each participant completed. (DB)

ED 053 392 AC 010 580

Dutton, Bonnie Easter, Luke

The Formulation, Implementation and Evaluation of Adult Education Institutes in Tennessee, 1971.

Memphis State Univ., Tenn.

Spons Agency—Southern Regional Education Board, Atlanta, Ga.; Tennessee State Dept. of Education, Nashville; Tennessee Univ., Knoxville.

Pub Date Sep 71

Note—54p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, *Evaluation Techniques, Guidance Counseling, *Inservice Teacher Education, *Institutes (Training Programs), Instructional Materials, *Program Evaluation, Reading Instruction

Identifiers—Tennessee

As a result of suggestions made in approximately 10 regional inservice workshops conducted in the State of Tennessee for Adult Basic Education (ABE) personnel, three institutes were conducted to instruct participants in guidance and counseling, instructional materials, and reading. Each institute was designed as a Teacher Training Institute, and each was evaluated using a standard evaluation form to measure its overall effectiveness. Two instruments were used to collect data: a questionnaire designed to obtain demographic data and participant reaction; and an evaluation scale developed by Russell Kropp and Coolie Verner. The instruments were administered the last day of each of the three two-week institutes. Only arithmetical means and percentages were employed to analyze the data. The evaluation results show that the three ABE institutes were extremely successful. Participants felt that additional institutes should be held to cover subjects of guidance and counseling (including recruitment and retention), reading, materials, curriculum development, adult learning centers (including programmed instruction), and adult psychology. An appendix presents samples of the evaluation forms. (DB)

CG

ED 053 393 CG 006 378

A Social Survey of Older Youth in Out-of-Home Care: An Analysis of 237 Case Records.

San Diego County Dept. of Public Welfare, Calif.

Pub Date Jul 69

Note—173p.; Project 410: Study reports #1 - #5

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Adolescents, Child Welfare, Foster Children, Foster Family, *Foster Homes, *Individual Characteristics, Individual Needs, Personal Interests, *Social Characteristics, Social Workers, Young Adults, Youth, Youth Problems, *Youth Programs

The first of the 5 reports provides general statistical information describing a defined population of older foster youths, ages 16-21, who receive Aid to Families with Dependent Children (AFDC). Personal characteristics, family situation, court involvement, out-of-home care history, education and employment records are presented. Reports 2 and 3 furnish more personal insight into the strengths and weaknesses, aspirations, experiences and relationships of 51 of the youths, as well as describing the circumstances and current experiences of 47 participating foster parents. The 4th report focuses on the social workers and their relationships with, and roles vis-à-vis, the youths, their families and their foster parents. The special report (#5) presents inconclusive data on the 3 youths, all girls, who live in group, as contrasted with foster, homes. Pertinent survey and interview forms, as well as questionnaires, are included. (TL)

ED 053 394 CG 006 480

Offir, Joseph

Some Mathematical Models of Individual Differences in Learning and Performance.

Psychology and Education Series.

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—TR-176

Pub Date 28 Jun 71

Note—109p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Computer Assisted Instruction, Elementary School Mathematics, *Individual Differences, Instructional Improvement, *Mathematical Models, *Paired Associate Learning, *Performance

With the advance of computers, extensive work has been undertaken in the field of programmed instruction. Much effort has been invested to devise schemes of optimal instruction with respect to suitable criteria. Yet, what is needed is a theory which prescribes how learning can be improved, i.e., a theory of instruction. The present study is motivated by the absence of adequate formalization of individual and item differences. The results of the study demonstrate unequivocally that the One-Element Model (OEM) with the heterogeneity provision is still a fairly accurate model. More significant is the observation that individual differences have a first order effect on the predictive power of simple stochastic models. In addition, the hypothesis was confirmed that the heterogeneity assumption increases the predictive power of simple learning models and has a sizable effect on their learning properties. Finally, in the context of computer-assisted instruction in elementary mathematics, results demonstrated that asymptotic performance data can be accounted for successfully by probabilistic automation models with few parameters. (Author/TA)

ED 053 395 24 CG 006 489

Flanagan, John C. And Others

Project TALENT: Five Years after High School and Appendix II. Final Report.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; Pittsburgh Univ., Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-5-0606

Pub Date 71

Grant—OEG-O-9-610065-1367(085)

Note—820p.

Available from—Project TALENT, American Institutes for Research, P.O. Box 1113, Palo Alto, California 94302 (\$10.00/copy postpaid, Appendix II \$8.00/copy)

EDRS Price MF-\$0.65 HC-\$29.61

Descriptors—*Adolescents, Career Choice, Career Planning, Cross Sectional Studies, Educational Research, Human Resources, Longitudinal Studies, Occupational Choice, *Research Projects, *Talent Development, *Talent Identification, *Talent Utilization, Vocational Development

Project TALENT is a nationwide, long term educational research study, both cross-sectional

and longitudinal in its methodology and implications. Its main goal is to understand the nature and development of the talents of the nation's adolescents. More specifically, the goals are: (1) to obtain a national inventory of human resources; (2) to develop a set of standards for educational and psychological measurements; (3) to provide a comprehensive counseling guide which will be predictive of career satisfaction through the use of aptitude and ability ratings; (4) to formulate a better understanding of how adolescents choose their life work; and (5) to identify the educational experiences which better prepare students for their life work. This portion of the study, which was begun in 1960 and designed with followups 1, 5, 10, and 20 years after high school graduation of each of the 4 classes involved, provides information derived from the 5-year followup and includes 2 appendices of information relevant to the study. (Author/TA)

ED 053 396 CG 006 522

Miller, Leonard A. And Others
Understanding the Work Milieu and Personnel in Developing Continuing Education for Rehabilitation Counselors. Studies in Continuing Education for Rehabilitation Counselors. Iowa Univ., Iowa City. Coll. of Education. Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.
Report No.—R-2
Pub Date Jun 71
Note—108p.

EDRS Price MF-\$0.65 HC-\$6.58
Descriptors—Counseling, *Counselor Characteristics, Counselor Training, *Inservice Education, *Inservice Programs, Rehabilitation, *Rehabilitation Counseling, Rehabilitation Programs, Supervisor Qualifications, Supervisors, *Supervisory Training

The objectives of the project are reviewed: (1) to develop demographic data on rehabilitation counselors and supervisors in state and federal agencies, as well as on their work milieu and certain perceptions; (2) to inventory the kinds of continuing education experiences being provided to practicing rehabilitation counselors; and (3) to test an experimental approach to continuing education. This second report presents the data gathered in pursuit of these objectives. Personal, educational, experiential, professional and attitudinal characteristics of counselors and supervisors are presented. The final sections concern: (1) the relationship of counselor characteristics to voluntary participation in an experimental program of continuing education, and to satisfaction with the program's learning units; and (2) the relationship of counselor training and experience to counselor knowledge and counselor participation in the experimental program (as measured by learning units completed during the first 5 months of the project year). (TL)

ED 053 397 CG 006 523

Barth, Michael C. Gramlich, Edward M.
The Inflation-Unemployment Tradeoff and Public Employment. Working Papers. Office of Economic Opportunity, Washington, D.C. Office of Planning, Research, and Evaluation.

Report No.—OEO-Pamphlet-3250-3

Pub Date May 71

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Consumer Economics, Economically Disadvantaged, Economic Climate, *Economic Factors, Economics, *Employment, Employment Level, *Employment Programs, Employment Trends, Labor Economics, Labor Market, *Manpower Utilization, Public Policy, Unemployed, *Unemployment, Welfare

The initial discussion focuses on the dilemma posed by the fact that inflation and unemployment cannot simultaneously be eliminated with the macro-economic policies alone. To opt for controlling inflation means a delay in dealing with an already serious poverty problem. Suggestions for dealing with the inflation-unemployment dilemma are classified into 2 groups: (1) those which seek to remove the causes; and (2) those which focus on the symptoms. This paper specifically addresses itself to the question of whether, in dealing with the symptoms via public employment programs, the dilemma is worsened. A simple derivation of the inflation-unemployment trade-off (known as the Phillips Curve) is

presented. It is then used to analyze the potential effects of public employment on the trade-off. It is concluded that income guarantees do have inflationary costs; however, the authors do feel that, whenever possible, job vacancies should be filled via public employment programs. (TL)

ED 053 398 CG 006 524

Garris, A. G. Koonce, K. D.
Technical Consultants Services to Innovate More Adequate Rehabilitation Services to Clients with Catastrophic Disabilities. Rehabilitation Research Report. Final Survey, August 11, 1966 to June 30, 1969.

California State Dept. of Rehabilitation, Sacramento.

Pub Date Jul 70

Note—69p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Autoinstructional Aids, Consultants, *Consultation Programs, *Counseling Effectiveness, Instructional Materials, *Physically Handicapped, Rehabilitation, *Rehabilitation Counseling, Rehabilitation Programs

A special project which provided technical consultation and training for counselors specializing in rehabilitation of the severely disabled is described. A systems approach, utilizing mechanical assistive devices and other mechanical aids and adaptive techniques, enabled many of these clients to become more self-reliant and independent. Included in the report are: (1) a discussion and samples of the instructional aids which teach the counselors to gather and use information available from the client during counseling; and (2) 6 self-instructional articles which concern specific counseling techniques. These latter are reproduced in the appendix. A series of 8 brief case examples provide clarification of the program's approach. (TL)

ED 053 399 CG 006 525

McGerige, Paul
What Massachusetts Does about the Apprehended Juvenile Offender.

Massachusetts Committee on Children and Youth, Boston.

Pub Date Dec 70

Note—60p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Correctional Rehabilitation, Courts, *Delinquency, *Delinquency Prevention, *Delinquent Rehabilitation, Delinquents, *Juvenile Courts, Law Enforcement, Police, Probationary Period, *Probation Officers, Socially Deviant Behavior, Youth Problems

The report describes and discusses the legal procedures which Massachusetts employs in disposing of the cases of apprehended juvenile offenders, as well as the residential and community programs which normally deal with this group. The legal procedures and treatment programs are viewed as social responses to behavior socially defined as deviant. Delinquent behavior per se and its causes are not a major focus. Three sections comprise the report: (1) a description of the pattern of arrest and disposition of all juvenile offenders in Massachusetts in 1967, and a discussion of the roles played by the police and courts; (2) a description of the residential programs of the newly reorganized Department of Youth Services and a consideration of its role; and (3) a description of "community treatment" services, with special emphasis on the role of the probation officer. In addition, some discussion is devoted to innovative programs in other states and to proposals for preventive programs in Massachusetts. (TL)

ED 053 400 CG 006 526

O'Hare, Robert W. Lasser, Barbara
Evaluating Pupil Personnel Programs. California Personnel and Guidance Association. Southwest Regional Educational Lab., Inglewood, Calif.

Spons Agency—California Association for Measurement and Evaluation in Guidance; California Personnel and Guidance Association, Fullerton.

Report No.—Monogr-2

Pub Date 71

Note—96p.

Available from—California Personnel and Guidance Association, 654 E. Commonwealth Ave., Fullerton, California 92631

Document Not Available from EDRS.

Descriptors—Evaluation, Evaluation Criteria, *Evaluation Methods, Evaluation Needs, *Evaluation Techniques, *Program Effectiveness, *Program Evaluation, Program Improvement, *Pupil Personnel Services, Pupil Personnel Workers

A systematic evaluation strategy, applicable by pupil personnel staff under existing school conditions, is presented. While the strategy is useful with various levels of objectives ranging from broad program objectives to specific outcomes for individual pupil attainment, it is suggested that assessment of the degree to which pupils attain desired outcomes is most appropriate for evaluating program effectiveness. An examination of prevailing practices in pupil personnel services is reported; it reveals relatively few instances of outcome-referenced evaluation, and a preponderance of impressionistic data, counting summaries, and staff/activity lists. Because judgments of program effectiveness, decisions to proceed to more advanced goals, and the identification of procedures and materials in need of revision are facilitated by a different kind of information, the approach illustrated in this monograph is concerned with planning and implementing evaluation referenced to specific program outcomes. Examples of such evaluations in a variety of school contexts are provided. (TL)

ED 053 401 CG 006 539

Phillips, Beeman N.
Anxiety and School Related Interventions: A Selective Review and Synthesis of the Psychological Literature. Interpretive Study II. Division of Research Reports.

New York State Education Dept., Albany. Div. of Research; Texas Univ., Austin.

Report No.—BSCR-003-71

Pub Date Mar 71

Note—144p.

Available from—New York State ERIC Service, Room 468 EBA, State Education Department, Albany, New York 12224

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Academic Achievement, Academic Performance, *Anxiety, *Behavior Change, Educational Environment, *Educational Experience, Educationally Disadvantaged, *Learning Difficulties, Psychological Patterns, Underachievers

This is the second in a series of studies designed to make the latest research on selected topics available to the educational community. Specifically, this report reviews, synthesizes, and interprets the literature on anxiety. The various chapters: (1) describe the different ways in which anxiety can be viewed as a response (eg, phenomenologically, physiologically, and behaviorally); (2) discuss and evaluate what learning theory, psychoanalytic theory, and cognitive theory have to say about anxiety; (3) contain information pertinent to the different methods for measuring anxiety; (4) present the research on the antecedents, concomitants and consequences of anxiety for learning and school performance; and (5) elaborate primary, secondary and tertiary intervention strategies which are feasible in the school setting. The appendices contain discussions focusing on testing for anxiety, as well as samples of a number of such tests. (TL)

ED 053 402 24 CG 006 540

Tiedeman, David V.
Economic, Educational, and Personal Implications of Implementing Computerized Guidance Information Systems. Information System for Vocational Decisions.

Harvard Univ., Cambridge, Mass. Graduate School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—PR-13

Bureau No.—BR-6-1819

Pub Date Mar 67

Grant—OEG-1-6-061819-2240

Note—17p.; Speech given before American Personnel and Guidance Association convention, Detroit, Mich., April 7-11, 1968

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Planning, Computer Assisted Instruction, Counseling Effectiveness, Counselor Functions, *Counselor Training, *Decision Making, *Guidance, Information Processing, Information Seeking, *Information Systems, Information Utilization, Man Machine Systems, Occupational Choice, Occupational Information, *Vocational Development

Identifiers—Information System for Vocational Decisions

The author asserts that financial support of guidance activities, the job of the counselor, and counselors themselves will all have to change if computerized guidance support systems are to come into widespread use. The potential costs, benefits, and operating economics are discussed. Needed educational reorganization is dealt with on several levels: (1) the Information System for Vocational Decisions (ISVD) which is basically an inquiry system, will function optimally only in a school climate where inquiry is the major pedagogy; (2) an ISVD program will require that books, films and computer console arrangements be effectively coordinated; and (3) an ISVD program ideally will be available to people other than students in places other than schools. Counselor attitudinal changes needed for effective implementation of a computerized guidance program, as well as the resultant demands on counselor training, conclude the paper. (TL)

ED 053 403 CG 006 544

Laosa, Luis M. Brophy, Jere E.

Effects of Sex and Birth Order on Sex Role Development and Intelligence in Kindergarten Children.

Texas Univ., Austin.

Pub Date Apr 71

Note—25p.; Speech given before Southwestern Psychological Association Annual Convention (17th, San Antonio, Tex., April 29 - May 1, 1971)

Available from—Dr. Jere Brophy, Dept. of Educational Psychology, Univ. of Texas, Austin Tex. 78712

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Children, Individual Differences, *Kindergarten Children, Role Perception, *Sex (Characteristics), *Sex Differences, Social Development, *Social Differences, *Socialization

The authors investigate MacDonald's (1969) hypothesis that a sex by birth order interaction should be observed in measures related to sex typing. Since first borns are more thoroughly socialized, MacDonald reasons, and since parental expectations differ according to the child's sex, then first born boys and girls on sex typed variables. Forty-seven male and 46 female white, middle class, kindergarten children were measured on numerous sex typing indices: (1) a modified version of Brown's It Scale; (2) Draw-A-Person; (3) Toy Preferences; (4) Game Preferences; (5) Occupational Preferences; (6) Sex Role Adoption Ratings; (7) Sociometric Play Observations; (8) Child's Perception of Parental Dominance and Power; (9) Primary Mental Abilities; and (10) Peer Preferences. Hypothesized birth order differences were not observed for measures of sex role orientation, adoption, and preferences. Significant sex by birth order actions were observed on several less crucial measures. A modification of the hypothesis is thus suggested. (TL)

ED 053 404 CG 006 546

Bingman, Richard M. And Others

Inquiry Role Approach: A Model for Counselor Involvement in Learning.

American Personnel and Guidance Association, Washington, D.C.; Mid-Continent Regional Educational Lab., Inc., Kansas City, Mo.

Pub Date 6 Apr 71

Note—13p.; Speech given before American Personnel and Guidance Association Annual Convention (20th, Atlantic City, N.J., April 4-8, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classroom Environment, *Classroom Guidance Programs, Counseling, Counseling Effectiveness, Counseling Programs, Counselor Functions, *Counselor Role, Educational Strategies, Group Behavior, *Group Dynamics, Group Experience, Groups, *High School Students, Learning Experience, Student Attitudes, Student Grouping, Student Opinion, Student Personnel Work, *Teacher Behavior, Teaching Methods

The Inquiry Role Approach (IRA) is a strategy for classroom learning in which students work as 4-member teams and assume roles as Team Coordinator, Process Advisor, Data Recorder, and Technical Advisor. Cognitive as well as affective objectives are identified which relate to optimum learning and personal growth in the classroom. The counselor's knowledge and skill are used in the IRA classroom to achieve affective behaviors

related to objectivity, openness, self-directedness, curiosity, and respect for others. In this series of 5 brief papers, the IRA group work approach is explicated in various of its aspects: (1) the counselor and teacher's re-defined role; (2) students' new behaviors in a student-centered classroom; and (3) the advantages and disadvantages of this new learning strategy. The final paper includes numerous comments, both positive and negative, from students involved in the IRA. (TL)

ED 053 405 CG 006 547

Report on Use of Supplementary Funds. Report on Recruitment, Certification, and Referral for Placement of Foster Homes for Older Youth. (Final Report).

San Diego County Dept. of Public Welfare, Calif.

Pub Date 70

Note—37p.; Project 410: Study report #6 and #7

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Disadvantaged Youth, Foster Children, Foster Family, *Foster Homes, *Welfare Agencies, *Youth, Youth Agencies, *Youth Problems, Youth Programs

Project 410 goals are briefly stated: (1) to study the circumstances and identify the needs of older youth (ages 16-20) living away from home; (2) to recruit, certify and develop foster homes for older youth; and (3) to develop a referral system to make these homes available for placement of older youth. The background and development of standards for certification are described and a basic list of tangible criteria selected to insure minimum conformity with Aid to Families with Dependent Children (AFDC) regulations. These "critical determinants" are listed. The recruitment (of foster homes for older youth) process is elaborated, as well as the Project's 16-month certification and referral experiences. A series of foster parent seminars, developed on the basis of the certification requirements, is described. Finally, a limited study, undertaken to gain some information about home-finding and to compare Project 410 certified homes with homes which youths found themselves, reveals that (1) 8 of the 14 Ss found foster homes themselves; (2) 6 of these 8 were judged by social workers to be uncertifiable; and (3) other placements had to be found in 2 instances in order to continue AFDC-BH1 payments. (TL)

ED 053 406 CG 006 548

Smith, Charles P. And Others

Moral Decision Making: Cheating on Examinations.

City Univ. of New York, N.Y.

Pub Date Apr 71

Note—25p.; Paper presented at Eastern Psychological Association Annual Meeting (42nd, New York, N.Y., April 15-17, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement, Behavior, *Cheating, *College Students, Moral Issues, *Moral Values, *Motivation, Performance, Sanctions

Two achievement-related motives are considered: (1) the motive to achieve so as to obtain a sense of accomplishment; and (2) the motive to avoid failure in order to avoid the negative feelings that accompany failure. It is hypothesized that a student with high achievement motivation should seek the satisfaction of earning a good grade and should tend not to cheat, but rather to prepare for an examination. Motivation to avoid failure is hypothesized to be positively related to frequency of cheating and negatively to advance preparation for an examination. Preliminary studies to determine whether satisfactory self-report measures of cheating could be devised are described. The method, which utilized 44 male and 68 female undergraduates, is described and included administration of a group thematic apperceptive measure of Need for Achievement, the Test Anxiety Questionnaire, and a questionnaire on cheating. Information on age, sex, religion, draft status and grade-point-average was requested, and an index of previous cheating frequency obtained. Among the numerous results, modest support for the hypotheses was provided where male students, but not female students, are concerned. (TL)

ED 053 407 CG 006 550

Appleberry, James B.

Pupil Control Ideology and Organizational Climate: An Empirical Assessment. A Paper

Presented to the National Association of Elementary School Principals, April, 1971.

Oklahoma State Univ., Stillwater.

Pub Date Apr 71

Note—15p.; Paper presented at the National Association of Elementary School Principals Convention, Cleveland, April 17-22, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Environment, *Elementary Schools, Organization, *Organizational Climate, Principals, School Administration, School Attitudes, School Conditions, *School Environment, *School Organization, Schools, Teacher Attitudes, Teacher Behavior, Teachers

The school is viewed as a social system, composed of human beings interlocked in a network of social relationships and possessing a system of shared orientations which serve as standards for human behavior. Two related concepts are discussed: (1) pupil control ideology, conceptualized along a continuum ranging from "custodialism" to "humanism;" and (2) organizational climate, also arrayed along a continuum from open to closed. It is hypothesized that schools with open climates, and teachers and principals serving in relatively open schools, will be significantly more humanistic in pupil control ideology than schools with closed climates, or teachers and principals serving in closed climates. Two measurement instruments, the Pupil Control Ideology form (PCI) and the Organizational Climate Description Questionnaire (OCDQ) are briefly described. These were used to collect data on 45 elementary schools in 30 school districts. Results indicate that public elementary schools with open climates are significantly more humanistic in pupil control ideology than those with closed climates. Also, teachers, but not principals, serving in open schools, were found to be more humanistic in pupil control ideology than those in closed schools. (TL)

ED 053 408 CG 006 551

D'Augelli, Anthony R. And Others

The Effect of Group Composition and Time on Sensitivity Training.

Connecticut Univ., Storrs.

Pub Date Apr 71

Note—9p.; Speech given before Eastern Psychological Association Annual Meeting (42nd, New York, N.Y., April 15-17, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Group Behavior, *Group Dynamics, Grouping Procedures, *Group Membership, Group Relations, Groups, *Group Structure, *Interaction Process Analysis, *T Groups, Training Laboratories

The relationship of 2 important variables — group composition and time — to the verbal behavior of sensitivity training groups, using 2 recently developed assessment procedures, is investigated. Sensitivity groups were composed according to the interpersonal skills of participants, as measured by a structured behavioral technique, the Group Assessment of Interpersonal Traits (GAIT). Group verbal behavior was assessed using the Group Interaction Profile (GRIP). Two hypotheses were tested on 66 college males and females: (1) sensitivity groups composed of members rated high on interpersonal skills will demonstrate more personal discussion than groups consisting of members rated low on these skills; and (2) group related discussion will increase as a function of time spent in sensitivity group sessions. The measurement instruments are briefly discussed and the results analyzed summarily. Both hypotheses were supported. (TL)

ED 053 409 CG 006 552

Leibowitz, Gerald

Cognitive Similarity in Normal and Schizogenic Families.

Rochester Univ., N.Y.

Pub Date Apr 71

Note—7p.; Speech given before Eastern Psychological Association Annual Meeting (42nd, New York, N.Y., April 15-17, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Patterns, *Child Development, Child Rearing, Cognitive Development, *Cognitive Processes, *Family Relationship, Growth Patterns, Mental Illness, *Schizophrenia, *Social Development, Social Environment, Socialization

The basic purpose of this study was to measure cognitive similarity, and to test the hypothesis

that the cognitive organization of a child (normal or schizophrenic) is more like that of his own parents than it is like that of randomly chosen, unrelated adults. Thirty-six matched family triads, half with sons hospitalized for a schizophrenic reaction and half with sons hospitalized for medical reasons, comprised the sample. All families were administered the S-D and the Shipley-Hartford Vocabulary Test. Data analyses were conducted. Results support the assumption that, for schizogenic families, members of the same family are similar where cognitive organization is concerned. Their cognitive structure is idiosyncratic and not shared by others. It is suggested that children raised in normal families learn generalized, socially shared ways of construing other people and the world around them. As a result, they are cognitively more like members of constructed, unrelated "families" who share these more general world-views. (TL)

ED 053 410 CG 006 553

Silverman, Irwin Shaw, Marvin E.
Effects of Sudden, Mass School Desegregation on Interracial Interaction and Attitudes in One Southern City.
Florida Univ., Gainesville.
Pub Date Apr 71

Note—16p.; Paper presented at Eastern Psychological Association Annual Meeting (42nd, New York, N.Y., April 15-17, 1971)

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Behavior, *Changing Attitudes, Discriminatory Attitudes (Social), *High School Students, Integration Methods, Interaction, *Intergroup Relations, Junior High School Students, Negro Attitudes, Negroes, *Racial Attitudes, Racial Discrimination, Racial Integration, *School Integration

The authors concern themselves primarily with 2 effects of a school desegregation plan during the semester of its inception in Gainesville, Florida. One deals with the amount of interaction between blacks and whites on the school grounds; the other concerns their attitudes toward each other. Interaction was measured, through observation during the 3rd, 8th and 13th weeks of the semester. Low frequencies of interaction were obtained throughout the semester. The conclusion of the authors is that the merger resulted in mutual exposure of the races, but not in integration in any real sense. Measures of racial attitudes suggest improvement in this area, as well as in the area of tolerance. A brief discussion of the findings concludes that the most salient task for school systems engaged in racial mergers is to plan programs that result in integration in more than an administrative sense. (TL)

ED 053 411 CG 006 556

Ashmore, Richard D. And Others
Censorship as an Attitude Change Induction.
Rutgers, The State Univ., New Brunswick, N.J.
Pub Date Apr 71

Note—7p.; Speech given before Eastern Psychological Association Annual Meeting (42nd, New York, N.Y., April 15-17, 1971)

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Attitudes, Beliefs, *Changing Attitudes, Civil Rights, *Freedom of Speech, *Motivation, *Motivation Techniques, *Opinions

This paper presents the results of a preliminary investigation of the relationship between censorship and attitude change. The author initially discusses reactance theory which holds that when a person's freedom to perform a particular behavior is threatened or eliminated, he experiences a motivational state directed toward safeguarding or restoring his freedom. Specifically, it is hypothesized that censorship of a speech which advocates a particular position arouses reactance in a person who could have heard the talk, producing a tendency for him to change his attitude on the issue toward greater agreement with the censored position. Thirty-six subjects were assigned to one of 3 conditions: (1) no censor; (2) censor own position; and (3) censor opposing position. Results offer support for the hypothesis. Subjects who agreed with the position advocated by the censored speech became more favorably disposed to that position. Those who disagreed changed their attitude in the direction of greater agreement with the position. (TL)

ED 053 412 CG 006 557

Best, Harold F.
A Comparison between Diagnostic Patterns of Student Problems Seen at the Mental Health Clinic and the Testing and Counseling Service of the University of Missouri-Columbia.

Missouri Univ., Columbia.
Pub Date 71
Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—College Students, *Comparative Analysis, Counseling, *Counseling Centers, Counseling Programs, *Counseling Services, Educational Counseling, School Health Services, Student Personnel Programs, *Student Personnel Services, *Student Problems, Vocational Counseling
Using Callis's (1965) Missouri Diagnostic Classification Plan, the author investigated whether or not counseling centers serving similar populations generate different patterns of diagnoses. One Hundred and forty case folders of students seen at a university mental health clinic were reviewed and classified and then compared with the diagnostic patterns of student problems seen at the University Testing and Counseling Service as reported by Callis. The 2-dimensions of the scheme are described: (1) problem-goal, which includes the vocational, emotional and educational categories; and (2) cause, which includes lack of information about or understanding of self and/or environment, as well as conflict within self or with others. Major differences are reported between the 2 agencies' patterns of diagnostic classifications. In general, the Mental Health Clinic works almost exclusively with emotional problems, while the other deals primarily with vocational and educational problems. (TL)

ED 053 413 CG 006 560

Washington, D.C. Drug Seminar for School Personnel and Students; August 31 - September 4, 1970. Evaluation Report.

Pub Date Oct 70
Note—75p.; Prepared by the Department of Research and Evaluation

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*Drug Abuse, Educational Experience, Educational Methods, Evaluation, Evaluation Methods, Evaluation Techniques, Health, *Health Education, *Seminars, *Student Personnel Workers, Student Seminars, *Teachers, Teacher Seminars

The seminar evaluated in this report focused on staff development and had as its objectives: (1) the provision of information regarding the social, medical, moral and legal implications of drug use; (2) the development of skills and techniques for use by school personnel and students in implementing a drug education program; (3) to bring about attitudinal changes between youth and adults; (4) to maintain continual evaluation through feedback; and (5) to offer continual support to individual schools. Procedures for attaining these objectives are described and include lectures, visits to drug treatment centers, discussions, and interaction groups. The impact of the 5 day workshop was assessed utilizing 5 data collection instruments. Results point up that (1) participants increased their drug knowledge; (2) they increased the number and strength of their drug-relevant opinions; (3) the techniques made a deep impression on participants; and (4) the participants generally rated the seminar "excellent." It is concluded that the seminar did achieve its goals. (TL)

ED 053 414 CG 006 561

Knowles, Eric S.
Boundaries around Group Interaction: The Effect of Size and Status.
Wisconsin Univ., Green Bay.

Pub Date 70
Note—15p.; Paper presented at the meetings of the Eastern Psychological Association, New York, New York, April 15-17, 1971

Available from—Eric S. Knowles, College of Community Sciences, University of Wisconsin-Green Bay, Green Bay, Wisconsin 54302

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*Behavior, Behavior Patterns, *Group Behavior, *Group Dynamics, Groups, *Group Status, Group Structure, Group Unity
The stimulus value of group boundaries was investigated in a field experiment. It was hypothesized that the size of a group and the status of its members would reduce the permeability of a boundary around an interacting group. Two or 4 interacting people of high or low status interrupted the traffic flow in a university hallway. Results indicate support for the hypothesis: fewer passersby walked through high status than low status groups. A control condition where wastebaskets replaced the interactors was penetrated more than either high or low status interacting groups. The author sees, in these results, support for Lyman and Scott's hypothesis that groups develop territorial boundaries, and for Milgram and Toch's hypothesis that group boundaries vary in their permeability. (Author/TL)

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ED 053 415 CG 006 562

Dunlap, Sally M.
Reactions of Idealists and Pragmatists to Expectancy Disconfirmation: Who Will Change Society?

Delaware Univ., Newark.
Pub Date 70
Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Ethical Values, *Moral Values, *Motivation, Personal Values, *Reactive Behavior, Response Mode, Situational Tests, *Values

A distinction is drawn between two value systems: (1) idealistic, in which societal ideals and values are accepted as literal, moral values; and (2) pragmatic, in which values are utilitarian and norms are seen as probabilistic rather than prescriptive. It was hypothesized that when expectations of fairness are disconfirmed, persons holding idealistic values would be more dissatisfied and more willing to take action to restore justice than would persons holding pragmatic values. In the experiment described, the Ss, after witnessing a judge favor his friend in a contest, thereby disconfirming expectations of the judge's fairness, reacted as hypothesized. (TL)

ED 053 416 CG 006 563

Overs, Robert P. Healy, John R.
Educating Stroke Patient Families. Final Report Volumes I, II, and III. Milwaukee Media for Rehabilitation Research Reports.
Curative Workshop of Milwaukee, Wis. Research Dept.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Div. of Research and Demonstrations; Wisconsin Univ., Milwaukee.

Pub Date Jul 71
Note—291p.

Available from—Research Department, Curative Workshop of Milwaukee, 750 N. 18th St., Milwaukee, Wisconsin 53233

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Cardiac (Person), Counseling, *Counseling Effectiveness, Family Attitudes, Family Counseling, Family Health, *Family Involvement, Family Problems, Family Role, Physical Activities, *Physically Handicapped, *Rehabilitation Counseling, Self Care Skills, Special Health Problems

This is the final report describing a 4 year project, of which 2 years were an intensive counseling/casework demonstration with stroke patients and their families. Patients were alternately assigned to an experimental or control group; only the experimental group received intensive counseling. A comprehensive follow-up of 88 families measured differences between the groups on a newly constructed activities-of-daily-living inventory, comparisons on performance of household tasks and extent of avocational activities, and attitudes and changes in family roles. Included is a report on the outcome of the demonstration. Volume II describes, among other things, the measuring instruments which were developed. Finally, Volume III is comprised of an annotated bibliography of 26 movies about strokes, an annotated bibliography of stroke related publications, and a 316 entry regular bibliography. (Author/TL)

ED 053 417 CG 006 565

Lessinger, Leon And Others
NAPPA Papers on Accountability: To Whom, For What, and By What Criteria?
National Association of Pupil Personnel Administrators.

Pub Date Oct 70

Note—28p.; Speeches presented at National Association of Pupil Personnel Administrators Annual Conference (52nd, Indianapolis, Ind., October 28-31, 1970)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Control, Counseling Effectiveness, *Counseling Services, *Educational Accountability, *Guidance Objectives, Pupil Personnel Services, *Pupil Personnel Workers, *Responsibility, School Community Relationship

These 3 papers explore accountability in education: implications for guidance workers; accountability — to whom, for what; and accountability from the point of view of a chief administrator. The first paper promotes a 4 step action plan to help the practitioners of guidance "get their house in order": (1) balancing burdens with capabilities; (2) stating these burdens in comprehensible language and then plunging into the derivation of objectives reflecting specific behavior; (3) identifying criteria measures for evaluating progress toward objectives; and (4) discovering alternate, cost effective strategies for reaching the stated goals. The second paper proposes the thesis that accountability suffers from the same ills as American education — white control, and advocates that minorities become involved in community control and participation in their children's schools. The final paper asks 4 questions regarding counselors and accountability: (1) do kids find counselors helpful? (2) can we get the psychologist to become a practitioner, not a paper-pusher? (3) should counselors spend time with both normal and problem children? and (4) shouldn't we offer counseling and tangible suggestions rather than nothing at all? (TA)

ED 053 418

CG 006 566

Jhangiani, Arjan K.

Group Mediated Risk Taking and Cautious Behavior: A Methodological and Theoretical Analysis.

Hawaii Univ., Honolulu.

Pub Date Apr 71

Note—16p.; Paper presented at Annual Meeting of the West Coast Conference for Small Group Research (17th, Honolulu, Hawaii, April, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Science Research, *Decision Making, Group Behavior, *Group Discussion, *Group Dynamics, Group Norms, *Risk, *Social Values

This paper is an analysis of some of the literature concerning group mediated risk taking. Jhangiani explores Brown's V-theory, which states that members of a society try to realize its cultural ideals in their behavior; Nordhoy's theory of cultural values, which states that "In the group, the impact of values which are commonly accepted in the culture to which the subjects belong will be reinforced;" and Marquis' and Reitz' theory of risk, that 2 independent forces (expected value maximization and uncertainty reduction) affect group outcomes in risk situations. He criticizes Brown on the fact that the theory is not stated in a fashion designed to facilitate the derivation and testing of strong hypotheses, Nordhoy on the grounds that he never defines "cultural values", and Marquis and Reitz on the charge that they have not specified the behavioral analogues of the 2 independent variables. Yet, in the final analysis, he believes the Marquis and Reitz attempt has an adequate behavioral base and just might turn out to be the sleeper on the subject. (Author/TA)

ED 053 419

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CG 006 567

Bloom, Benjamin S.

Learning for Mastery, Instruction and Curriculum. Regional Education Laboratory for the Carolinas and Virginia, Topical Papers and Reprints, Number 1.

Chicago Univ., Ill. Dept. of Education; Regional Educational Laboratory for the Carolinas and Virginia Durham, N.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2556

Pub Date May 68

Note—12p.; Reprint from Evaluation Comment, Los Angeles, University of California, Center for the Study of Evaluation of Instructional Programs, May, 1968

Available from—Regional Education Laboratory for the Carolinas and Virginia, Mutual Plaza

(Chapel Hill and Duke Sts.), Durham, N.C. 27701

Journal Cit—Evaluation Comment; v1 n2 May 1968

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude, Curriculum, Educational Research, *Individual Differences, *Instruction, Learning, *Learning Processes, *Time Factors (Learning)

Most students, perhaps over 90 percent, can master what teachers have to teach them, and it is the task of instruction to find the means which will enable students to master the subject under consideration. A basic task is to determine what is meant by mastery of the subject and to search for methods and materials which will enable the largest proportion of students to attain such mastery. That is, the basic task in education is to find strategies which will take individual differences into consideration but in such a way as to promote the fullest development of the individual. The thesis of this paper is that, to promote mastery learning, 5 variables must be dealt with effectively: (1) aptitude for kinds of learning, viewed as the amount of time required by the learner to attain mastery of the task; (2) quality of instruction, viewed in terms of its approaching the optimum for a given learner; (3) ability to understand instruction, i.e., to understand the nature of the task and the procedures to follow; (4) perseverance, the amount of time one is willing to spend in learning; and (5) time allowed for learning, the key to mastery. (Author/TA)

ED 053 420

CG 006 569

Silverman, Arnold I. And Others

Use of Leadership Powers in Industry: A Replication and Further Study.

Temple Univ., Philadelphia, Pa.

Pub Date Apr 71

Note—9p.; Speech given before Eastern Psychological Association Annual Meeting (42nd, New York, N.Y., April 15-17, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Employee Attitudes, *Labor Problems, *Leadership Responsibility, Organizational Climate, *Power Structure, Problem Solving, *Supervisors, *Unions

In Businesses, leaders control an array of delegated powers that are valued or required by followers. The present study is concerned with the power holder, and is an examination of factors influencing a supervisor's use of delegated power when attempting to correct subordinate behavior. In a previous study, conducted in a non-union setting, use of power was found to be influenced by personal factors such as self-confidence and experience as a supervisor. In this study, one aim was to conduct it in a union setting; another aim was to determine if the race of the subordinate influenced the supervisors' use of powers. Findings included that (1) supervisors' use of delegated powers is strongly influenced by personal and situational factors; and (2) conflict may be intensified when employees are unionized. Hence, within an industrial setting, the presence of unions may foster employee independence. This independence is viewed by management as reflecting a lack of compliance and poor attitudes, which in turn evokes coercive responses for management. (Author/TA)

ED 053 421

CG 006 571

Forhett, John E.

Anxiety Differences in Difficult and Easy Test Conditions.

Southern Illinois Univ., Edwardsville.

Pub Date [69]

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Anxiety, Behavioral Science Research, *Elementary School Students, Psychological Studies, *Psychological Testing, *Reactive Behavior, Situational Tests, *Testing Problems

Test anxiety is of particular significance in education in light of its debilitating effect on test scores and the implications and longrange effects of test results on the individual lives of the school children. This research is concerned with test anxiety of children under different test conditions. Subjects were 4th and 6th grade students who ranked math as most difficult and spelling as easiest among school subjects. They were given the Test Anxiety Scale for Children (TASC) under 3 conditions, in conjunction with the math

test (difficult), with the spelling test (easy), and with no test. Administration was arranged to control for ordering effects. It was found that a significant difference between the means of the TASC under easy and difficult test conditions occurred. It was also determined that in repeated use of the TASC a significant ordering effect occurs, that is, the repeated TASC score becomes increasingly socially desirable. However, the significant difference between easy and difficult test conditions occurred in spite of this tendency. The significance of these findings indicate the possible use of the TASC to determine specific test anxiety under differing conditions. (Author)

ED 053 422

CG 006 574

Robbins, Lillian And Others

College Students' Perceptions of Their Parents' Attitudes and Practices toward Drug Use.

Spons Agency—City Univ. of New York, N.Y.; National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date Apr 71

Note—8p.; Paper presented at Eastern Psychological Association Annual Meeting (42nd, New York, N.Y., April 15-17, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, *Drug Abuse, Drug Addiction, *Family Influence, Parent Attitudes, *Parent Student Relationship, *Perception, *Student Attitudes, Student Behavior

This paper summarizes the responses of students to questions dealing with perceptions of their parents' attitudes toward the students' use of drugs, as well as the students' estimates of parental use of these substances. Over 12,000 students at 20 colleges in the New York area were questioned. Students using marijuana or other illegal drugs at the time of the survey perceived their parents (1) as using more drugs; and (2) as being more tolerant to their own experimentation than students who had used drugs in the past or had never used them. The data show the existence of a relationship between students' behavior and their perceptions of their parents' attitudes and practices. It is evident that parallel data from the parents is needed to establish whether the children's perceptions (1) are accurate; or (2) are distorted to provide a rationalization for their behavior. (Author/TA)

ED 053 423

CG 006 575

Asciene, Frank R. Burchard, John D.

Effects of Surveillance and Punishment on the Cheating Behavior of Two Delinquent Retardates.

North Carolina Univ., Chapel Hill; Vermont Univ., Burlington.

Pub Date Apr 71

Note—18p.; Paper presented at Eastern Psychological Association Annual Meeting (42nd, New York, N.Y., April 15-17, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior, *Behavior Change, *Behavior Problems, *Cheating, Delinquent Behavior, *Discrimination Learning, Misbehavior, *Retarded Children

Through an experimental analysis, this study demonstrates characteristics of both observer-produced and punishment-produced suppression of cheating behavior. The research procedure, designed to eliminate the interpretative difficulties of prior, comparable research, is fully elaborated. Two delinquent, retarded, adolescent boys served as subjects. Results indicate that both surveillance and punishment decrease the rate of cheating; however, while punishment produced more longlasting suppression, it also resulted in a disruption of the subjects' performance, reflected in decreased accuracy and bursts of responding, which surveillance did not produce. Implications are discussed. (Author/TL)

ED 053 424

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CG 006 589

Peppone, Emmy A.

The Effects of Instructional Practices on Student Learning, Emotional Growth, and Interpersonal Relations. Final Report.

Bryn Mawr Coll., Pa.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Report No—P-08055

Bureau No—BR-0-B-055

Pub Date Jul 71

Grant—OEG-2-700026(509)

Note—46p.; Comparison Behaviors in the Classroom

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Science Research, *Elementary School Students, Emotional Development, *Individual Differences, Individual Instruction, Instruction, *Interpersonal Relationship, Learning, *Learning Characteristics, Student Behavior, *Task Performance, Teaching Methods

This research focuses on a major characteristic of mass-education: the requirement that each child in the classroom perform the same learning tasks at the same time. Little is known about consequences of such instructional uniformity on learning, emotional growth and interpersonal relations. Three basic experiments were conducted. The first study varied the amount of information available to 12 groups each consisting of 5 3rd-grade girls who were performing identical tasks; significantly more comparison behavior was found in the condition of greater cognitive uncertainty. The second study assigned 30 groups of 5 girls each to 3 conditions which differed in degree of similarity among activities to be performed by the pupils; expectations were confirmed that comparison behavior is a function of task-similarity. The 3rd study explored comparison behavior among 10 boys' groups and 10 girls' groups and interpreted differences found in terms of differential confidence and competence. All 3 studies demonstrated the occurrence of large amounts of comparison behavior and suggest a pattern of association among this behavior and achievement-related behavior in elementary school children. (Author)

ED 053 425 24 CG 006 590

Lawson, E. D.

Group Planning and Task Efficiency with Complex Problems. Final Report.

State Univ. of New York, Fredonia. Coll. at Fredonia.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-B-014

Pub Date Jul 71

Grant—OEG-2-9-420014-1015-010

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Decision Making, *Group Dynamics, *Group Structure, *Intercommunication, *Problem Solving, Sex Differences, Social Planning

One hundred eighty 4-man groups (90 of men and 90 of women) using 3 types of net (All-Channel, Wheel and Circle) under 3 conditions (Planning Period (PP), Rest Period (RP) and Control) were run in a single session with 5 complex problems to determine whether a single 2-minute planning period after solution of the first problem would result in significant improvement in performance on subsequent problems. Results indicate that while there may be a tendency for PP groups (except for Wheel Women) to show an improvement on time and messages, this improvement failed to reach a level of statistical significance. Ratings of their own performance did indicate that PP groups had higher morale at a borderline level of significance. Other results confirm previous reports of the superiority of All-Channel and Circle nets on time and morale, wheels on use of fewer messages to solve problems. Interaction effects for sex and net were significant showing women superior on All-Channel and Circle nets, men on Wheels on time and messages. Women also had significantly higher scores on self-ratings of satisfaction and cooperation. (Author/TA)

ED 053 426 24 CG 006 591

Davis, Michael G. Stewart, Charles W.

Identification of Personality Differences among Various Swimming Ability Groups by Sex. Final Report. CORD Project.

Wisconsin State Universities Consortium of Research Development, Stevens Point.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2728-10

Pub Date Jan 70

Grant—OEG-3-6-062728-2129

Note—53p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Students, Females, *Individual Characteristics, Males, Performance Factors, Personality, *Personality Assessment, Sex (Characteristics), *Sex Differences, *Swimming

Identifiers—Cattell Sixteen Personality Factor Questionnaire

This study investigates 16 personality factors and their relevance to the swimming proficiency of physical education students at Wisconsin State University-River Falls. Two instruments, a swimming skills test and the Cattell Sixteen Personality Factor Questionnaire, were utilized. The major hypotheses tested include: (1) there is no difference between swimmers and nonswimmers on 16 primary personality factors and 7 composite second order factors; and (2) there is no difference between male and female swimmers on these same personality dimensions. A review of the relevant literature, the methodology, findings, and conclusions are reported extensively. Statistical analysis indicates few personality differences between swimmers and nonswimmers but a number of differences between the sexes. The concluding discussion focuses on the implications of these findings for the teaching of swimming. (TL)

ED 053 427 24 CG 006 592

Rimel, Evelyn G.

The Development of a Series of Video Taped Counseling Sessions. Final Report. CORD Project.

Wisconsin State Universities Consortium of Research Development, Stevens Point.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2728-37

Pub Date Dec 69

Grant—OEG-3-6-062728-2129

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Counseling, *Counseling Effectiveness, Counselor Acceptance, Counselor Performance, Counselors, *Counselor Training, Listening, *Listening Skills, *Practicums, Professional Education, *Video Tape Recordings

The rationale, methods, problems and results of developing a library of video-taped counseling sessions are described. The tapes are intended to capture the counselor-counsee interactive process, so that counselor trainees might see and hear what had taken place rather than be dependent on what they thought had taken place. Such tapes would provide training facilitators for small groups of counselor trainees mutually engaged in developing awareness of relationship building, which must be accomplished before suggestions, information, advice-giving or collaborative planning is acceptable to the counselee. Nine tapes, currently available, are very briefly described. It is concluded that (1) video-taping and feedback provide the most effective counselor training in listening; and (2) Wisconsin State University-Stout is badly in need of better tape reproduction processes in order to further develop an adequate training tape library. (TL)

ED 053 428 24 CG 006 593

Mears, Naomi M. Wixson, Stanton E.

Personality Correlates of Susceptibility to Set in Learning. Final Report. CORD Project.

Wisconsin State Universities Consortium of Research Development, Stevens Point.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2728-32

Pub Date May 70

Grant—OEG-3-6-062728-2129

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Students, Learning, Learning Characteristics, Learning Motivation, *Learning Processes, Motivation, *Paired Associate Learning, *Performance, *Verbal Learning

Identifiers—Myers Briggs Type Indicator

The study is based on the assumption that certain noncognitive factors influence the learning process, and attempts to tentatively isolate what such variables might be. Subjects were 93 students enrolled in a General Psychology course. Each completed the Myers-Briggs Type Indicator, and was then assigned randomly to one of 4 treatment groups: (1) that in which members performed a verbal discrimination learning task with a positive set (i.e., "Your Myers-Briggs score indicates you will do very well"); (2) that in which members performed the same task, but with a negative set ("...you will not do well"); (3) that in which members performed a paired-associate learning task with a positive set; and (4) that in which members performed the same task with a negative set. No significant differences are re-

ported. The data clearly do not support the hypothesis that these non-cognitive factors measured in this fashion affect this type of learning. (TL)

ED 053 429 24 CG 006 594

Hamann, John B.

Desired Counseling Center Functions as Perceived by Faculty and Students. Final Report. CORD Project.

Wisconsin State Universities Consortium of Research Development, Stevens Point.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2728-19

Pub Date Feb 70

Grant—OEG-3-6-062728-2129

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Counseling Centers, Counseling Services, Counselor Characteristics, *Counselor Functions, Counselors, *Faculty, Guidance Services, Student Attitudes, Student Needs, *Student Opinion, *Student Personnel Services, Student Personnel Work, Student Personnel Workers

The bulk of this report is devoted to presenting the findings of a study, which was designed to determine student and faculty desires for counselor and counseling center functioning. The results of questionnaires, one developed for students and one for faculty, indicate that the 3 traditional counseling services (personal, vocational and educational) are perceived by both groups to be the most important functions of a counseling center. Among other things, it was also found that (1) regular university hours do not meet the desires of either group, and early evening hours are seen as necessary for the counseling service, as is 24-hour emergency service; (2) an established counseling center, as distinguished from an out-reach program, is preferred; (3) age, but not sex, of the counselor is an important variable for students; and (4) faculty feel that the counseling center should have considerable autonomy. All findings are briefly discussed and some recommendations made. (TL)

ED 053 430 32 CG 006 595

Hughes, John F.

Title I ESEA in Institutions for Neglected and Delinquent Children.

Office of Education (DHEW), Washington, D.C. Report No—OE-37020

Pub Date 67

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Counseling Effectiveness, *Counseling Services, Delinquent Rehabilitation, *Delinquents, Educational Improvement, Educational Needs, Educational Programs, Educational Responsibility, *Institutional Role, Institutional Schools, Institutions, Instructional Improvement, *Instructional Innovation, Instructional Materials, *Instructional Programs

The needs and deficiencies of institutions for neglected and delinquent children are elaborated. Limited staff and resources preclude the provision of the special instruction and services needed for this youthful population. This report explains the 1966 Title I amendment, under which children living in state and local institutions became eligible for improved counseling services, testing programs and instructional materials. An overview of many of the resultant projects is provided. Most were 10 week summer projects which, for a variety of reasons, were difficult to evaluate. In general, accomplishments are stated to have reached beyond academic gains, though the chief accomplishment was raising the level of educational programs in the participating institutions. Selected reviews of some of the projects are quite explicit and point up both their diversity and innovativeness. (TL)

ED 053 431 24 CG 006 596

Ryan, James J.

Text Book Underlining as an Index of Student Identification of Relevant Instructional Content. Final Report. WSU-CORD.

Wisconsin State Universities Consortium of Research Development, Stevens Point.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2728-38

Pub Date Oct 69

Grant—OEG-3-6-062728-2129

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Ability, *Academic Achievement, Achievement, *College Students, Measurement Techniques, *Performance, Performance Factors, *Success Factors

Textbooks used for the first time in a large introductory, and in an advanced, psychology course were systematically examined, using different methods for each text, to measure the amount of individual student underlining. This amount was then correlated, in each course, to the students' performance, with each student's general academic ability being considered as a control variable in the introductory course. Results indicate: (1) a high degree of reliability in measuring the amount of underlining was obtained, using a small number of randomly related pages of a text; (2) underlining was used more frequently by students of lower academic ability; and (3) it was not clear that underlining facilitated achievement. It is concluded that underlining would not serve too well as an index of identification of relevant content due to the large proportion of students (about 50%) who did not underline to any measurable extent in their text. (Author/TL)

ED 053 432 24 CG 006 597

Kassera, Wayne J. Peterson, Bruce O. Identification of Student Needs and Desires for Educational Experiences Other Than Those Found in the Classroom Environment. Final Report. WSU-CORD.

Wisconsin State Universities Consortium of Research Development, Stevens Point. Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research. Bureau No—BR-6-2728-25. Pub Date May 69. Grant—OEG-3-6-062728-2129. Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Students, Education, Educational Experience, Educational Innovation, Educational Strategies, Educational Trends, *Learning Activities, *Learning Experience, Student Attitudes, *Student Needs, *Student Opinion

This report, while discussing briefly the rationale and methods utilized in the study, primarily focuses on the findings. A questionnaire was used to collect data, from 3 student population groups (those in residence halls, off-campus housing or commuting), concerning their needs and desires in 12 content areas: (1) art; (2) athletics; (3) community services; (4) contemporary issues; (5) drama; (6) field and stream; (7) foreign languages; (8) games; (9) literature; (10) music; (11) physical and natural sciences; and (12) social and behavioral sciences. An overwhelming number of students (total sample, 96%) were found to be interested in pursuing educational activities outside of their formal academic programs. The data is broken down by students' place of residence, sex, and educational activity preferences. A bibliography and a copy of the questionnaire are included. (TL)

ED 053 433 24 CG 006 598

Dutscher, John

The Study of Non-Verbal Action of Counselors. Final Report. WSU-CORD.

Wisconsin State Universities Consortium of Research Development, Stevens Point. Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research. Bureau No—BR-6-2728-13. Pub Date Jul 69. Grant—OEG-3-6-062728-2129. Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communication Problems, Communication Skills, *Counseling, *Counseling Effectiveness, Counseling Theories, Counselor Performance, Counselors, *Counselor Training, *Instructional Materials, *Nonverbal Communication, Tape Recordings

The author discusses: (1) the development of a review of the literature on the nonverbal behavior of clients in a counseling situation; and (2) the development of a tape for use in a Counseling Theories class to demonstrate the importance of listening carefully for nonverbal counselor cues. The literature review is broken down into 4 main areas of nonverbal communication: (1) bodily cues; (2) facial expressions; (3) vocal cues; and (4) personal appearance. Excerpts from the tape, which includes interchanges with a wide variety

of clients, are included. Limitations of the tape are acknowledged. In general, the report stresses that (1) the counselors can gain greater understanding of clients by attending to nonverbal cues; (2) the counselor cannot trust what he hears in words alone; and (3) the counselor must be aware of his own, as well as his counsellee's nonverbal cues. (TL)

ED 053 434 24 CG 006 599

Knight, Brent Malcolm

A Study of the Determinants of Idiosyncrasy Credit. Final Report.

Western Michigan Univ., Kalamazoo. Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research. Bureau No—BR-1-E-017. Pub Date Jun 71. Grant—OEG-5-71-0016(509). Note—154p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Behavioral Science Research, *Behavior Theories, Community Colleges, *Conformity, *Group Status, Individual Differences, Individual Power, Leadership Styles, *Social Behavior, Task Performance

An investigation of a theory of "idiosyncrasy credit" which was developed by Hollander (1958) as a framework for understanding status and conformity, was undertaken in the community college setting. Idiosyncrasy credit represents status and allows for behavior which may exceed the "limits" set by the common expectancies of a group. The specific purpose of this study was to investigate the relationships between idiosyncrasy credit and task competency, external status, recent idiosyncrasy behavior, duration of group affiliation, appearance and grooming, speaking ability, and selected personality and demographic variables. The data obtained in this study indicated that there was a strong positive relationship between idiosyncrasy credit and (1) task competency and (2) status external to the group. Such findings concur with Hollander's (1958) theory of idiosyncrasy credit. The relationships between idiosyncrasy credit and (1) idiosyncrasy behavior and (2) appearance and grooming were somewhat inconsistent, and it was therefore concluded that such variables may fluctuate according to the situation. A positive relationship between idiosyncrasy credit and speaking ability was found; yet, speaking ability was highly correlated with the items which comprised task competency. (Author/TA)

ED 053 435 24 CG 006 600

Swisher, John D. Warner, Richard W.

A Study of Four Approaches to Drug Abuse Prevention. Final Report.

Pennsylvania State Univ., University Park. Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research. Bureau No—BR-0-B-083. Pub Date 31 Jul 71. Grant—OEG-2-700035(509). Note—46p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Changing Attitudes, *Counseling Effectiveness, *Drug Abuse, *Group Counseling, Health Education, Models, *Prevention, Secondary School Students, Student Attitudes

The purpose of this study was to compare the relative effectiveness of 4 approaches to drug abuse prevention among secondary school youth. The 4 approaches employed were: (1) a standard unit in health classes dealing with drug abuse; (2) group counseling using relationship techniques in addition to the health unit; (3) group counseling using model reinforcement techniques and a role model who has not abused drugs in addition to the health unit; and (4) group counseling using model reinforcement techniques and a role model who is a reformed drug abuser in addition to the health unit. Criteria for evaluative purposes included gain in knowledge, changes in attitudes, and reduction in drug abuse rates following the study. This study failed to identify any one approach as being more successful than any other approach with regard to knowledge gained, attitudes changed or the use of drugs. None of the approaches had any impact on the attitudes of the students toward drugs, nor were any of the approaches effective in reducing amount of drug use. Of the counselors, those who did function as reinforcement counselors moved their groups toward healthier attitudes and reduced use of drugs; but these results did not lend themselves to

adequate statistical analysis. It is important to note that the involvement of drug experienced models did not show any particular effects. (Author/TA)

ED 053 436 24 CG 006 601

Borich, Gary D.

Learning and Transfer in Concept Identification as a Function of Concept Rule, Saliency, and Stimulus Variety. Final Report.

Indiana Univ., Bloomington. Inst. for Child Study. Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research. Bureau No—BR-9-E-147. Pub Date Sep 71. Grant—OEG-5-70-0008(010). Note—106p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Adult Learning, *Concept Formation, *Learning Processes, Preschool Learning, *Selection, *Stimulus Behavior, *Transfer of Training

A Study was conducted to determine the effects of saliency, concept rule, and stimulus variety upon number of trials to solution and focusing strategy. A prediction of special interest was that there would be a concept rule x saliency interaction. A 2 x 2 x 3 design combined concept rule (conjunctive, inclusive disjunctive), saliency ("high" and "low" determined by mean performance of "SS" in preliminary research), and stimulus variety (intradimensional shift, interdimensional shift, and no shift). Sixty college students completed a warm-up problem, a training problem, a shift problem (or no shift in the case of controls), and a transfer-to-new-stimuli problem. Dependent measures were analyzed. Focusing measures represented a technique for separating aptitude and attentional factors in concept learning. Results suggest that (1) traditional expectations of the conjunctive rule, which indicate that the most direct test yields the greatest information, do not apply to 2-dimension concept attainment tasks; and (2) greatest focusing on a transfer task can be achieved with small shift paradigms (change in solution only). Methodological implications include application of regression analyses to focus strategy research. (Author/TA)

EA

ED 053 437

EA 003 529

Saxe, Richard W., Comp.

Perceptions of the Changing Role of the Urban Elementary School Principal: Report of a Survey.

Toledo Univ., Ohio. Coll. of Education.

Pub Date Apr 70

Note—76p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Change, *Elementary Schools, *Principals, *Role Perception, School Surveys, Social Change, Surveys, *Urban Environment, *Urban Schools

This report presents survey data on the effect of recent urban ferment and upheaval on the position of elementary school principal. The bulk of the report consists of written statements by elementary principals, in 57 of the largest urban cities, on their perceptions of the principal's role. According to the replies on one multiple choice question, a majority of respondents believe that increasing importance is being assigned to the position of elementary school principal. (JF)

ED 053 438 EA 003 530

In-depth Study for Freeland Community Schools.

Title of Proposed Study "STAY" (Start Teaching All Year). Study Conducted During the 1969-1970 School Year.

Freeland Community Schools, Mich.

Spons Agency—Michigan State Dept. of Education, Lansing.

Pub Date 15 Sep 70

Note—401p.

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—Administrative Personnel, Air Conditioning, Bus Transportation, Course Evaluation, *Curriculum Guides, Demography, Educational Finance, *Feasibility Studies, Instructional Staff, Paraprofessional School Personnel, School Maintenance, *Trimester Schedules, *Year Round Schools

Identifiers—*Freeland Community Schools Michigan, Start Teaching All Year, STAY

The "STAY" Program is a feasibility study of a proposed trimester year-round school program requiring that two-thirds of the students be in attendance at any one time. This study is intended as a technical guide for those school administrators and board members who plan to experiment with, or those who have installed, year-round programs. The report contains curriculum outlines by course title for each grade level K-12, with objectives, content, and evaluation measures. Other material includes information about teacher salaries, program schedules, and vacations; descriptions of maintenance and auxiliary staff jobs; demographic characteristics of the district population; and estimated expenditures of the proposed program. (Floor plans on pages 333, 334, 347-352, 386, 387, and the photograph on page 385 may reproduce poorly.) (Author/MLF)

ED 053 439 EA 003 531
Saxe, Richard W., Ed.

Source Materials for Educational Administration: Critiques.

Toledo Univ., Ohio. Coll. of Education.

Pub Date Jan 69

Note—73p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Organization, *Administrative Principles, Behavior Theories, Bureaucracy, *Educational Administration, Educational History, *Educational Theories, Evaluation Techniques, *Human Relations, Leadership, Literary Criticism, Management Systems, Political Influences, Self Actualization, Social Behavior, Social Problems

Identifiers—Accommodation Theory

This document consists of 17 graduate student critiques of sources that contribute to an historical perspective and a knowledge of educational administration. Each article consists of a brief synopsis of the selected source, followed by two types of evaluation in terms of (1) the student's experience, and (2) a comparative analysis with other sources familiar to the student. (Author)

ED 053 440 EA 003 556
Individualized Continuing Education for School Administrators—One Approach. An Occasional Paper.

CFK, Ltd., Denver, Colo.

Pub Date 70

Note—16p.

Available from—CFK Ltd., 3333 South Bannock

Street, Englewood, Colorado 80110 (\$50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Budgeting, Individualized Instruction, *Inservice Education, *Principals, *Professional Continuing Education, *Program Descriptions, School Districts, School Superintendents

This paper shows school districts how to establish and operate an individualized continuing education program for their administrators. The focus is on ICE programs designed and operated by schoolmen throughout the nation. The report includes the rationale for the ICE program, several program descriptions, a list of characteristics that distinguish and comprise these programs, sample budgets, definitions of participant roles, a description of how to launch a program, a bibliography, and sources of assistance. (Author/MLF)

ED 053 441 EA 003 559
Ammentorp, William And Others

Instructional Objectives in Administrator Training.

Pub Date [68]

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Personnel, *Administrator Education, Behavioral Objectives, Behavior Change, Educational Programs, Individualized Programs, *Instructional Design, Instructional Materials, Models, Professional Training, Reinforcement, Student Records

Identifiers—*Instructional Objectives, Instructional Organization

Education is the process of changing the behavior patterns of people. Educational objectives represent the kinds of behavior alterations that an educational institution wishes to bring about in its students. Administrators must be trained in the technique of organizing instruction that most successfully advances the educational

goals of the school. This paper concentrates on the instructional objective technique of organizing instruction in the context of an administrator training program. (Author)

ED 053 442 EA 003 567
Lyons, Raymond, Comp.

Administrative Aspects of Educational Planning. United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date Oct 70

Note—207p.; Contributions to a seminar held at IIEP, 23 June-4 July 1969

Available from—International Institute for Educational Planning, 9 rue Eugene-Delacroix, Paris 16e, France

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Administrative Organization, Administrator Education, Budgets, Case Studies (Education), *Decision Making, Developed Nations, Developing Nations, Educational Development, Educational Economics, *Educational Planning, *Management Systems, Program Budgeting, Program Costs, *Program Planning, Research, Seminars

Identifiers—Economic Planning

This seminar focused on the need for increased use of educational planning by politicians and administrators in developing and developed countries. The report includes examples of educational planning in centralized governments such as those of France and Rumania as well as in large Federal decentralized governments such as those of Brazil and India. Management techniques and program planning and budgeting systems in particular are discussed. Appendixes contain reports of working groups and lists of participants. (JF)

ED 053 443 EA 003 568
Hallak, Jacques, Comp.

Educational Costs and Productivity.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date Dec 67

Note—288p.; Contributions to a seminar held at IIEP, 5-16 June 1967

Available from—International Institute for Educational Planning, 9, rue Eugene-Delacroix, Paris 16e, France

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Cost Effectiveness, Costs, Decision Making, Developed Nations, Developing Nations, Economic Factors, *Educational Economics, *Educational Planning, *Management Systems, *Productivity

Identifiers—Economic Planning

This seminar focused on costs and productivity as they are defined within both education and economics. Some topics that received special attention were: definition problems, estimating methods, analysis methods, existing research results, and examples of improvement in educational efficiency. The document groups seminar papers under (1) general concepts and definitions, (2) methodology of unit costs and problems related to measurement of the educational product, (3) special cases of educational productivity and output measurement, and (4) practical methods for improving efficiency in education. (Author/EA)

ED 053 444 EA 003 569
Kravetz, Nathan, Ed.

Management and Decision-Making in Educational Planning.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date Dec 70

Note—232p.; Contributions to a seminar held at IIEP, 20-28 July 1970

Available from—International Institute for Educational Planning, 9, rue Eugene-Delacroix, Paris 16e, France

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Critical Path Method, *Decision Making, Developed Nations, Developing Nations, *Educational Planning, *Management Systems, Program Administration, Program Costs, *Program Evaluation, *Program Planning

This IIEP seminar focused on administrative, management, supervisory, and decisionmaking techniques that are useful in the educational planning process. The techniques studied in-

cluded: delphi, program evaluation and review technique (PERT), and program planning and budgeting systems (PPBS). Various experts presented papers on these techniques, and seminar participants later formed into working groups to study the application of these techniques to educational planning and decision-making problems. Papers written by members of these groups are included. (Author/JF)

ED 053 445 EA 003 600
Anderson, Barry D.

The Bureaucracy-Allegation Relationship in Secondary Schools.

Pub Date 4 Mar 70

Note—86p.; Revised version of a paper presented at American Educational Research Association Annual Meeting (54th, Minneapolis, Minnesota, March 2-6, 1970)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bureaucracy, Educational Research, Research Methodology, Research Needs, Research Opportunities, *Secondary Schools, *Social Structure, *Student Alienation

Identifiers—*Alienation
This study develops a method for empirically investigating the bureaucratic structure of secondary schools in order to measure student alienation. After a brief review of the literature on bureaucracy and student alienation, the report presents two propositions undergirding the study and the hypotheses tested: (1) while bureaucracy and alienation are dimensionable variables, they can be regarded as integrating concepts under which each of the dimensions is subsumed, and (2) these integrating concepts are positively related to each other. The report notes the implications of this study for future research, draws conclusions, and provides recommendations for improving secondary school organization. (Author/JF)

ED 053 446 24 EA 003 608
Peterson, LeRoy J.

Municipal Overburden. State-of-the-Knowledge Series, No. 13.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Administration.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No—BR-8-0353

Pub Date Aug 71

Contract—OEC-0-8-080353-3514

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Assessed Valuation, City Government, City Problems, Educational Finance, Equalization Aid, *Expenditures, Federal Aid, Federal State Relationship, *Fiscal Capacity, *Municipalities, *School Support, School Taxes, State Aid, *State Federal Aid, Tax Effort, Urban Education

Identifiers—Municipal Overburden

The discrepancy between a city's financial obligations and its fiscal capacity to meet those obligations with reasonable effort is referred to in this paper as "municipal overburden." The literature concerning the causes and the impact of municipal overburden on school support for essential school services is analyzed. Attempted corrective measures identified include adjustment of State educational support formulas, and action through local, State, and Federal levels of government. (Author/MLF)

ED 053 447 EA 003 618
Public School Survey and Recommendations.

Business Task Force on Education, Inc., Portland, Ore.

Pub Date Mar 69

Note—78p.

Available from—Oregon Board of Education, Business Office, 942 Lancaster Drive, N.E., Salem, Oregon 97310 (\$1.00)

Document Not Available from EDRS.

Descriptors—*Cost Effectiveness, Data Processing, *Educational Administration, Educational Finance, Elementary Schools, Library Equipment, Lunch Programs, *Noninstructional Responsibility, Purchasing, School Construction, School Districts, School Maintenance, *School Redistricting, School Surveys, Secondary Schools, Space Utilization, Student Transportation, Systems Approach

Identifiers—*Oregon

This book reports the results of a survey by a task force of Oregon business executives and managers to analyze noninstructional areas of elementary and secondary education in Oregon. The study centered on the following business aspects of school operations: examination of operational and administrative costs and evaluation of methods for their control; identification of areas that offer the greatest potential for improvement and recommendation of methods to assure more value per tax dollar devoted to education; and suggestion of longrange guidelines for evaluation and control of future administrative procedures. (JF)

ED 053 448 EA 003 630

Kelner, Norman J.
A Study To Determine the Effectiveness of Open Enrollment and Busing as Solutions for the Social Segregation Situation in the San Diego City Schools. A Report.

Pub Date Jan 70

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annotated Bibliographies, *Bus Transportation, Case Studies, Compensatory Education Programs, Defacto Segregation, Equal Education, Integration Methods, *Integration Studies, *Open Enrollment, Opinions, Racial Balance, *Racial Integration, Racial Segregation, Research Reviews (Publications), *Urban Schools

Identifiers—City Schools, Coleman Report, San Diego

This study examines results of integration programs in cities relatively similar in size and ethnic composition to San Diego. Pertinent case studies, conflicting experimental research findings, and group attitudes reflected in opinion polls are described and evaluated. A summary of the major conclusions and an annotated bibliography complete the study report. (MLF)

ED 053 449 EA 003 636

Austin, David B. Brown, Harry L., Jr.
Report of the Assistant Principals. Volume 3: The Study of the Secondary School Principals.

National Association of Secondary School Principals, Washington, D.C.

Pub Date 70

Note—109p.

Available from—The National Association of Secondary School Principals, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (\$5.50, all orders must be prepaid)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Administrative Change, Administrative Organization, Administrative Personnel, Administrator Attitudes, Administrator Background, *Administrator Education, Administrator Role, Administrator Selection, *Educational Administration, Occupational Mobility, *Principals, Professional Training, *Secondary Schools, Teacher Administrator Relationship

Identifiers—*Assistant Principals

This monograph reports the results of a three-part study of the assistant principalship that attempted to delineate the nature, function, and relative status of the position. The study types used were (1) normative, (2) career, and (3) shadow. Data for the first two studies were gathered from questionnaires completed by over 1,200 assistant principals, while shadow study data stem from observations of assistant principals at work. From the shadow studies, researchers discovered that it is essentially the assistant principal who makes the school go. The normative study revealed that some disharmony exists between the way an assistant principal understands the range and character of his duties and the way a principal sees them. The career study disclosed that most assistant principals, male and female, derived much less satisfaction from their tenures as assistant principals than from their years spent in other assignments. Researchers concluded that a reexamination of the entire process of administrative selection needs to take place, that educational training programs should be established, and that a more systematic procedure should be developed to deal with the selection and career progression of those in educational leadership roles. (Author/EA)

ED 053 450 24 EA 003 637

Miller, James L., Jr. And Others
Use and Effectiveness of Title III in Selected "Developing Institutions." Final Report.

Michigan Univ., Ann Arbor.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No—BR-8-0431

Pub Date Nov 70

Contract—OEC-0-8-080431-2999(010)

Note—110p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—College Administration, *Curriculum Development, *Educational Quality, Equal Education, Exchange Programs, Federal Aid, *Federal Programs, *Higher Education, *Inservice Teacher Education, Intercollegiate Programs, Interinstitutional Cooperation, Negro Colleges, Student Personnel Services

This document reports the results of a study to examine program uses and effectiveness in selected 4-year colleges funded under Title III of the Higher Education Act of 1965. The study identifies (1) promising programs or supplements to existing programs as a result of Title III funding; (2) probable reasons why programs are promising; (3) relationships between educational promise and such variables as level of funding under Title III, institutional characteristics, type of programs, and character of relationships with such external agencies as cooperating institutions and USOE; (4) relationships between types of programs (e.g., curriculum improvement and faculty development) and educational promise; and (5) other factors that appear to influence the impact of Title III activities with particular attention to factors that show promise for maximizing effectiveness. A related document is ED 035 105. (JF)

ED 053 451 32 EA 003 678

Lange, Drexel D. And Others
Iowa Annual Evaluation Report for Fiscal Year 1970 (School Year 1969-70): Title I of Public Law 89-10 of the Elementary and Secondary Education Act of 1965.

Iowa State Dept. of Public Instruction, Des Moines.

Pub Date Dec 70

Note—70p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Achievement Gains, Community Involvement, *Compensatory Education, *Disadvantaged Youth, *Federal Programs, Handicapped Students, Inservice Education, Parent Participation, *Program Evaluation, Retarded Children, Standardized Tests, Teacher Aides, Teacher Education, Test Results

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, Iowa

This evaluation attempts to measure the extent and effectiveness of ESEA Title I programs designed to meet the needs of disadvantaged children and appraises the public and the legislature of program outcomes. In keeping with USOE requirements for evaluating Title I programs, this document is constructed of (1) responses to USOE probes by questionnaire sequence and (2) applicable supplementary or background information. Data were collected from the Iowa State Department of Public Instruction; reaction reports from teachers, administrators, and State ESEA Title I personnel; onsite visits by Title I staff; and evaluation supplement and narrative reports distributed to local educational agency Title I directors and activity directors. (EA)

ED 053 452 32 EA 003 679

Neyman, Clinton A., Jr.
District of Columbia Evaluation of ESEA Title I Programs, 1969-70. Final Report.

George Washington Univ., Washington, D.C. Social Research Group.

Spons Agency—District of Columbia Government, Washington, D.C.

Pub Date Nov 70

Note—330p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Academic Achievement, Achievement Gains, Community Involvement, *Compensatory Education, Cultural Enrichment, *Disadvantaged Youth, *Federal Programs, Health Services, Inservice Education, *Program Evaluation, Psychological Services, Remedial

Mathematics, Remedial Reading, Speech Therapy, Staff Improvement, Teacher Aides, Teacher Education, Test Results

Identifiers—District of Columbia, *Elementary Secondary Education Act Title I, ESEA Title I

This evaluation attempts to measure the extent and effectiveness of ESEA Title I programs designed to meet the needs of disadvantaged children and appraises the public and the legislature of program outcomes. Evaluations are based on estimates of change in student performance and behavior that could be related to each of the program areas; staff observations by evaluators from George Washington University and the District of Columbia schools; teacher evaluations of changes in student attitudes and performance; and information from questionnaires. A summary and conclusions are also provided. (Computer printouts on pages A59-82 may reproduce poorly.) (Author/JF)

ED 053 453 32 EA 003 681

Connecticut Evaluation of Title I of the Elementary and Secondary Act for Fiscal Year 1970.

Connecticut State Dept. of Education, Hartford.

Pub Date Jan 71

Note—86p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Achievement Gains, Community Involvement, *Compensatory Education, *Disadvantaged Youth, Dropout Rate, *Federal Programs, Handicapped Students, Inservice Education, Parent Participation, *Program Evaluation, Retarded Children, Standardized Tests, Teacher Aides, Teacher Education, Test Results

Identifiers—Connecticut, *Elementary Secondary Education Act Title I, ESEA Title I

This evaluation attempts to measure the extent and effectiveness of ESEA Title I programs designed to meet the needs of disadvantaged children and appraises the public and the legislature of program outcomes. In keeping with USOE requirements for evaluating Title I programs, this document is constructed of (1) responses to USOE probes by questionnaire sequence, (2) applicable supplementary or background information, and (3) available related findings. Data were collected from the Connecticut State Department of Education; reaction reports from teachers, administrators, and State ESEA Title I personnel; onsite visits by Title I staff; and evaluation supplement and narrative reports distributed to local educational agency Title I directors and activity directors. (EA)

ED 053 454 32 EA 003 682

Ahlstrom, Clyde J.
Kansas Annual Evaluation Report: Title I of E.S.E.A. Projects, 1970.

Kansas State Dept. of Education, Topeka.

Pub Date 70

Note—69p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Achievement Gains, Community Involvement, *Compensatory Education, *Disadvantaged Youth, Dropout Rate, *Federal Programs, Handicapped Students, Inservice Education, Parent Participation, *Program Evaluation, Retarded Children, Standardized Tests, Teacher Aides, Teacher Education, Test Results

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, Kansas

This evaluation attempts to measure the extent and effectiveness of ESEA Title I programs designed to meet the needs of disadvantaged children and appraises the public and the legislature of program outcomes. In keeping with USOE requirements for evaluating Title I programs, this document is constructed of (1) responses to USOE probes by questionnaire sequence and (2) applicable supplementary or background information. Data were collected from the Kansas State Department of Education; reaction reports from teachers, administrators, and State ESEA Title I personnel; onsite visits by Title I staff; and evaluation supplement and narrative reports distributed to local educational agency Title I directors and activity directors. (EA)

ED 053 455 32 EA 003 683

Lever, B. F.
Arkansas State Annual Evaluation Report for Fiscal Year Ending June 30, 1970: Compensatory Education, Elementary and Secondary Education Act of 1965 - Title I.

Arkansas State Dept. of Education, Little Rock.

Pub Date 30 Jun 70

Note—92p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Achievement Gains, Community Involvement, *Compensatory Education, *Disadvantaged Youth, *Federal Programs, Inservice Education, Parent Participation, *Program Evaluation, Standardized Tests, Teacher Aides, Teacher Education, Test Results

Identifiers—Arkansas, *Elementary Secondary Education Act Title I, ESEA Title I

This evaluation attempts to measure the extent and effectiveness of ESEA Title I programs designed to meet the needs of disadvantaged children and appraises the public and the legislature of program outcomes. In keeping with USOE requirements for evaluating Title I programs, this document is constructed of (1) responses to USOE probes by questionnaire sequence, (2) applicable supplementary or background information, and (3) available related findings. Data were collected from the Arkansas State Department of Education; reaction reports from teachers, administrators, State ESEA Title I personnel; onsite visits by Title I staff; and evaluation supplement and narrative reports distributed to local educational agency Title I directors and activity directors. (Portions of charts on pages 50-57 may reproduce poorly.) (EA)

ED 053 456 32 EA 003 684

Arizona State Annual Evaluation Report, Fiscal Year 1970: Elementary and Secondary Education Act of 1965 - Title I.

Arizona State Dept. of Education, Phoenix.

Pub Date Oct 70

Note—74p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Achievement Gains, Community Involvement, *Compensatory Education, Delinquent Rehabilitation, *Disadvantaged Youth, *Federal Programs, Handicapped Students, Inservice Education, Parent Participation, *Program Evaluation, Retarded Children, Standardized Tests, Teacher Aides, Test Results

Identifiers—Arizona, Elementary Secondary Education Act Title I, ESEA Title I

This evaluation attempts to measure the extent and effectiveness of ESEA Title I programs designed to meet the needs of disadvantaged children and appraises the public and the legislature of program outcomes. In keeping with USOE requirements for evaluating Title I programs, this document is constructed of (1) responses to USOE probes by questionnaire sequence, (2) applicable supplementary or background information, and (3) available related findings. Data were collected from the Arizona State Department of Education; reaction reports from teachers, administrators, and State ESEA Title I personnel; onsite visits by Title I staff; and evaluation supplement and narrative reports distributed to local educational agency Title I directors and activity directors. (EA)

ED 053 457 32 EA 003 685

Alabama Annual Evaluation Report: Title I Programs, Fiscal Year 1970. Title I of Public Law 89-10, the Elementary and Secondary Education Act of 1965.

Alabama State Dept. of Education, Montgomery.

Pub Date 70

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Achievement Gains, Community Involvement, *Compensatory Education, Delinquent Rehabilitation, *Disadvantaged Youth, *Federal Programs, Handicapped Students, Inservice Education, Parent Participation, *Program Evaluation, Retarded Children, Standardized Tests, Teacher Aides, Teacher Education, Test Results

Identifiers—Alabama, *Elementary Secondary Education Act Title I, ESEA Title I

This evaluation attempts to measure the extent and effectiveness of ESEA Title I programs designed to meet the needs of disadvantaged children and appraises the public and the legislature of program outcomes. In keeping with USOE requirements for evaluating Title I programs, this document is constructed of (1) responses to USOE probes by questionnaire sequence, (2) applicable supplementary or background information, and (3) available related findings. Data were collected from interviews with selected personnel

from the Alabama State Department of Education; reaction reports from teachers, administrators, State ESEA Title I personnel, and university personnel; onsite visits by Title I staff and university consultants; and evaluation supplement and narrative reports distributed to local educational agency Title I directors and activity directors. A related document is ED 037 514. (Page 11 may reproduce poorly.) (EA)

ED 053 458 32 EA 003 686

Alaska Annual Evaluation Report: Title I, ESEA, FY 70.

Alaska State Dept. of Education, Juneau.

Pub Date 70

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Achievement Gains, Community Involvement, *Compensatory Education, Delinquent Rehabilitation, *Disadvantaged Youth, *Federal Programs, Handicapped Students, Inservice Education, Parent Participation, *Program Evaluation, Retarded Children, Standardized Tests, Teacher Aides, Teacher Education, Test Results

Identifiers—Alaska, *Elementary Secondary Education Act Title I, ESEA Title I

This evaluation attempts to measure the extent and effectiveness of ESEA Title I programs designed to meet the needs of disadvantaged children and appraises the public and the legislature of program outcomes. In keeping with USOE requirements for evaluating Title I programs, this document is constructed of (1) responses to USOE probes by questionnaire sequence, (2) applicable supplementary or background information, and (3) available related findings. Data were collected from interviews with selected personnel from the Alaska State Department of Education; reaction reports from teachers, administrators, State ESEA Title I personnel, and university personnel; onsite visits by Title I staff and university consultants; and evaluation supplement and narrative reports distributed to local educational agency Title I directors and activity directors. (EA)

ED 053 459 32 EA 003 687

California Evaluation of ESEA Title I Projects. Annual Report 1969-70.

California State Dept. of Education, Sacramento.

Bureau of Compensatory Education Program Evaluation.

Pub Date 70

Note—103p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academic Achievement, Achievement Gains, Community Involvement, *Compensatory Education, Delinquent Rehabilitation, *Disadvantaged Youth, *Federal Programs, Language Development, Mathematics Instruction, Parent Participation, *Program Evaluation, Retarded Children, Staff Improvement, Standardized Tests

Identifiers—California, *Elementary Secondary Education Act Title I, ESEA Title I

This report evaluates California's ESEA Title I compensatory education program for 1969-70 and disseminates the results of activities designed to strengthen the educational programs for children from disadvantaged backgrounds. While most of these activities were planned for those disadvantaged youngsters regularly enrolled in grades K-6, specialized programs were also conducted for children of migrant agricultural workers, handicapped children in State schools and hospitals, and neglected and delinquent children in State and local institutions. Program components included language development, mathematics, staff development, auxiliary services, intergroup relations, and parent involvement. (Author/JF)

ED 053 460 32 EA 003 688

Gunn, Cyrus L. And Others

Indiana State Annual Evaluation Report, Fiscal Year 1970 (School Year 1969-1970): Title I, ESEA.

Indiana State Dept. of Public Instruction, Indianapolis.

Pub Date 70

Note—60p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Achievement Gains, Community Involvement, *Compensatory Education, Delinquent Rehabilitation,

*Disadvantaged Youth, *Federal Programs, Handicapped Students, Inservice Education, Parent Participation, *Program Evaluation, Remedial Mathematics, Remedial Reading Programs, Retarded Children, Standardized Tests, Teacher Aides, Teacher Education, Test Results

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, Indiana

This evaluation attempts to measure the extent and effectiveness of ESEA Title I programs designed to meet the needs of disadvantaged children and appraises the public and the legislature of program outcomes. In keeping with USOE requirements for evaluating Title I programs, this document is constructed of (1) responses to USOE probes by questionnaire sequence, (2) applicable supplementary or background information, and (3) available related findings. Data were collected from interviews with selected personnel from the Indiana Office of the State Superintendent of Public Instruction; reaction reports from teachers, administrators, State ESEA Title I personnel, and university personnel; onsite visits by Title I staff and university consultants; and evaluation supplement and narrative reports distributed to local educational agency Title I directors and activity directors. (Pages 16, 28-31, and 38-40 may reproduce poorly.) (EA)

ED 053 461 32 EA 003 689

Cain, Robert D. Comp. And Others
Illinois Annual Evaluation Report, 1969: for Title I, Public Law 89-10, Projects.

Illinois State Office of the Superintendent of Public Instruction, Springfield.

Pub Date 69

Note—77p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Achievement Gains, Community Involvement, *Compensatory Education, Delinquent Rehabilitation, *Disadvantaged Youth, *Federal Programs, Handicapped Students, Inservice Education, Parent Participation, *Program Evaluation, Retarded Children, Standardized Tests, Teacher Aides, Teacher Education, Test Results

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, Illinois

This evaluation attempts to measure the extent and effectiveness of ESEA Title I programs designed to meet the needs of disadvantaged children and appraises the public and the legislature of program outcomes. In keeping with USOE requirements for evaluating Title I programs, this document is constructed of (1) responses to USOE probes by questionnaire sequence, (2) applicable supplementary or background information, (3) available related findings, and (4) summary, including additional analysis of data, conclusions, and recommendations. Data were collected from interviews with selected personnel from the Illinois State Office of the Superintendent of Public Instruction; reaction reports from teachers, administrators, state ESEA Title I personnel, and university personnel; onsite visits by Title I staff and university consultants; and evaluation supplement and narrative reports distributed to local educational agency Title I directors and activity directors. (EA)

ED 053 462 32 EA 003 690

Annual Evaluation Report: Title I, ESEA. Fiscal Year 1970.

Missouri State Dept. of Education, Jefferson City.

Pub Date 70

Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Achievement Gains, Community Involvement, *Compensatory Education, Delinquent Rehabilitation, *Disadvantaged Youth, *Federal Programs, Handicapped Students, Inservice Education, Parent Participation, *Program Evaluation, Retarded Children, Standardized Tests, Teacher Aides, Teacher Education, Test Results

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, Missouri

This evaluation attempts to measure the extent and effectiveness of ESEA Title I programs designed to meet the needs of disadvantaged children and appraises the public and the legislature of program outcomes. In keeping with USOE requirements for evaluating Title I programs, this document is constructed of (1) responses to

USOE probes by questionnaire sequence, (2) applicable supplementary or background information, and (3) available related findings. Data were collected from interviews with selected personnel from the Missouri State Department of Education; reaction reports from teachers, administrators, State ESEA Title I personnel, and university personnel; onsite visitations by Title I staff and university consultants; and evaluation supplement and narrative reports distributed to local educational agency Title I directors and activity directors. (Pages 32, 33, and 34 may reproduce poorly.) (EA)

ED 053 463 32 **EA 003 691**
Hawaii State Annual Evaluation Report for Fiscal Year Ending June 30, 1970: State Summary of Title I, ESEA.

Hawaii State Dept. of Education, Honolulu.

Report No.—OE-4320

Pub Date Nov 70

Note—217p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Academic Achievement, Achievement Gains, Community Involvement, *Compensatory Education, Delinquent Rehabilitation, *Disadvantaged Youth, *Federal Programs, Handicapped Students, Inservice Education, Parent Participation, *Program Evaluation, Retarded Children, Standardized Tests, Teacher Aides, Teacher Education, Test Results

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, Hawaii

This evaluation attempts to measure the extent and effectiveness of ESEA Title I programs designed to meet the needs of disadvantaged children and appraises the public and the legislature of program outcomes. In keeping with USOE requirements for evaluating Title I programs, this document is constructed of (1) responses to USOE probes by questionnaire sequence, (2) applicable supplementary or background information, and (3) available related findings. Data were collected from interviews with selected personnel from the Hawaii State Department of Education; reaction reports from teachers, administrators, State ESEA Title I personnel, and university personnel; onsite visitations by Title I staff and university consultants; and evaluation supplement and narrative reports distributed to local educational agency Title I directors and activity directors. (Pages 33-55 may reproduce poorly.) (EA)

ED 053 464 32 **EA 003 692**
Knoxville City Schools Evaluation: PL89-10, Title I. Regular School Program.

Knoxville City Schools, Tenn.

Pub Date 70

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Achievement Gains, Community Involvement, *Compensatory Education, Delinquent Rehabilitation, *Disadvantaged Youth, *Federal Programs, Handicapped Students, Inservice Education, Parent Participation, *Program Evaluation, Retarded Children, Standardized Tests, Teacher Aides, Teacher Education, Test Results

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, Knoxville, Tennessee

This evaluation attempts to measure the extent and effectiveness of ESEA Title I programs designed to meet the needs of disadvantaged children and appraises the public and the legislature of program outcomes. In keeping with USOE requirements for evaluating Title I programs, this document is constructed of (1) responses to USOE probes by questionnaire sequence, (2) applicable supplementary or background information, and (3) available related findings. Data were collected from interviews with selected personnel from the Knoxville, Tennessee, City schools; reaction reports from teachers, administrators, and university personnel; and onsite visitations by Title I staff and university consultants. Related documents are EA 003 720 and EA 003 721. (EA)

ED 053 465 32 **EA 003 694**

Olson, Arthur, R. And Others

Colorado Annual Evaluation Project, FY 1970: Title I (Public Law 89-10).

Colorado State Dept. of Education, Denver.

Report No.—AE-11

Pub Date 71

Note—80p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Achievement Gains, Community Involvement, *Compensatory Education, Delinquent Rehabilitation, *Disadvantaged Youth, *Federal Programs, Handicapped Students, Inservice Education, Parent Participation, *Program Evaluation, Retarded Children, Standardized Tests, Teacher Aides, Teacher Education, Test Results

Identifiers—Colorado, *Elementary Secondary Education Act Title I, ESEA Title I

This evaluation attempts to measure the extent and effectiveness of ESEA Title I programs designed to meet the needs of disadvantaged children and appraises the public and the legislature of program outcomes. In keeping with USOE requirements for evaluating Title I programs, this document is constructed of (1) responses to USOE probes by questionnaire sequence, (2) applicable supplementary or background information, (3) available related findings, and (4) recommendations. Data were collected from interviews with selected personnel from the Colorado State Department of Education; reaction reports from teachers, administrators, State ESEA Title I personnel, and university personnel; onsite visitations by Title I staff and university consultants; and evaluation supplement and narrative reports distributed to local educational agency Title I directors and activity directors. (Chart 3 may reproduce poorly.) (EA)

ED 053 466 32 **EA 003 695**

Florida State Annual Evaluation Report of Title I Projects: Elementary and Secondary Education Act of 1965. 1969-70 Fiscal Year.

Florida State Dept. of Education, Tallahassee. Agricultural Education Section.

Pub Date [70]

Note—62p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Achievement Gains, Community Involvement, *Compensatory Education, Delinquent Rehabilitation, *Disadvantaged Youth, *Federal Programs, Handicapped Students, Inservice Education, Parent Participation, *Program Evaluation, Retarded Children, Standardized Tests, Teacher Aides, Teacher Education, Test Results

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, Florida

This evaluation attempts to measure the extent and effectiveness of ESEA Title I programs designed to meet the needs of disadvantaged children and appraises the public and the legislature of program outcomes. In keeping with USOE requirements for evaluating Title I programs, this document is constructed of (1) responses to USOE probes by questionnaire sequence, (2) applicable supplementary or background information, and (3) available related findings. Data were collected from interviews with selected personnel from the Florida State Department of Education; reaction reports from teachers, administrators, State ESEA Title I personnel, and University personnel; onsite visitations by Title I staff and university consultants; and evaluation supplement and narrative reports distributed to local educational agency Title I directors and activity directors. (Pages 2,4,6,7,11,19,20, and 24 may reproduce poorly.) (EA)

ED 053 467 32 **EA 003 699**

Kohanski, Dorothy D.

Passaic, N.J. Report on ESEA Title I Summer Program, July 1970.

Paterson Board of Education, N.J.

Report No.—PN-10

Pub Date Sep 70

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Gains, *Compensatory Education, *Disadvantaged Youth, Elementary School Students, *Federal Programs, Health Services, Lunch Programs, Music Education, *Program Evaluation, Psychological Services, Reading Development, Reading Improvement, Test Results

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, New Jersey, Passaic

This report evaluates an ESEA Title I 1970 summer program, conducted in and by the Passaic Public Schools (New Jersey), that enrolled 393 children in grades 2-6. The project aimed at improving the reading skills of the English speaking

children and the English language skills of the non-English speaking children. Other aspects of the program involved field trips, cultural events, vocal and instrumental music, psychological services, health services, and a hot lunch program. Staff comments and recommendations and test results are included. A related document is EA 003 706. (MLF)

ED 053 468 32 **EA 003 701**

Rhode Island Fifth Annual Evaluation, Fiscal Year 1969-70: Title I Elementary and Secondary Education Act.

Rhode Island State Dept. of Education, Providence.

Pub Date Dec 70

Note—172p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academic Achievement, Achievement Gains, Community Involvement, *Compensatory Education, Delinquent Rehabilitation, *Disadvantaged Youth, *Federal Programs, Handicapped Students, Inservice Education, Parent Participation, *Program Evaluation, Retarded Children, Standardized Tests, Teacher Aides, Teacher Education, Test Results

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, Rhode Island

This evaluation attempts to measure the extent and effectiveness of ESEA Title I programs designed to meet the needs of disadvantaged children and appraises the public and the legislature of program outcomes. In keeping with USOE requirements for evaluating Title I programs, this document is constructed of (1) responses to USOE probes by questionnaire sequence and (2) applicable supplementary or background information. Data were collected from the State of Rhode Island; reaction reports from teachers, administrators, State ESEA Title I personnel, and university personnel; onsite visitations by Title I staff and university consultants; and evaluation supplement and narrative reports distributed to local educational agency Title I directors and activity directors. (EA)

ED 053 469 32 **EA 003 702**

North Dakota Annual Evaluation Report for Fiscal Year Ending June 30, 1970: Elementary and Secondary Education Act of 1965 - Title I.

North Dakota State Dept. of Public Instruction, Bismarck.

Pub Date 30 Jan 70

Note—61p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Achievement Gains, Community Involvement, *Compensatory Education, Delinquent Rehabilitation, *Disadvantaged Youth, *Federal Programs, Handicapped Students, Inservice Education, Parent Participation, *Program Evaluation, Retarded Children, Standardized Tests, Teacher Aides, Teacher Education, Test Results

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, North Dakota

This evaluation attempts to measure the extent and effectiveness of ESEA Title I programs designed to meet the needs of disadvantaged children and appraises the public and the legislature of program outcomes. In keeping with USOE requirements for evaluating Title I programs, this document is constructed of (1) responses to USOE probes by questionnaire sequence, (2) applicable supplementary or background information, and (3) available related findings. Data were collected from the North Dakota State Department of Public Instruction; reaction reports from teachers, administrators, and State ESEA Title I personnel; onsite visitations by Title I staff; and evaluation supplement and narrative reports distributed to local educational agency Title I directors and activity directors. (EA)

ED 053 470 32 **EA 003 703**

Cox, Arlie E. And Others

Ohio Fifth Annual Evaluation Report of Title I, Fiscal Year 1970.

Ohio State Dept. of Education, Columbus.

Pub Date Nov 70

Note—48p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Achievement Gains, Community Involvement, *Compensatory Education, *Disadvantaged Youth, *Federal Programs, Inservice Education, Parent

Participation, *Program Evaluation, Standardized Tests, Teacher Aides, Teacher Education, Test Results

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, Ohio

This evaluation attempts to measure the extent and effectiveness of ESEA Title I programs designed to meet the needs of disadvantaged children and appraises the public and the legislature of program outcomes. In keeping with USOE requirements for evaluating Title I programs, this document is constructed of (1) response to USOE probes by questionnaire sequence, (2) applicable supplementary or background information, and (3) available related findings. Data were collected from the Ohio State Department of Education; reaction reports from teachers, administrators, and State ESEA Title I personnel; onsite visits by Title I staff; and evaluation supplement and narrative reports distributed to local educational agency Title I directors and activity directors. (EA)

ED 053 471 32 EA 003 704
Oregon State Annual Evaluation Report for Fiscal Year 1970: Public Law 89-10, Title I. Oregon State Board of Education, Salem. Pub Date 70

Note—48p.
EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Academic Achievement, Achievement Gains, Community Involvement, *Compensatory Education, Delinquent Rehabilitation, *Disadvantaged Youth, *Federal Programs, Handicapped Students, Inservice Education, Parent Participation, *Program Evaluation, Retarded Children, Standardized Tests, Teacher Aides, Teacher Education, Test Results

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, Oregon

This evaluation attempts to measure the extent and effectiveness of ESEA Title I programs designed to meet the needs of disadvantaged children and appraises the public and the legislature of program outcomes. In keeping with USOE requirements for evaluating Title I programs, this document is constructed of (1) responses to USOE probes by questionnaire sequence, (2) applicable supplementary or background information, and (3) available related findings. Data were collected from the Oregon State Board of Education; reaction reports from teachers, administrators, and State ESEA Title I personnel; onsite visits by Title I staff; and evaluation supplement and narrative reports distributed to local educational agency Title I directors and activity directors. (EA)

ED 053 472 32 EA 003 705
Mader, William D.
Pennsylvania Annual Evaluation Report: Department of Education, 1970.

Pennsylvania State Board of Education, Harrisburg. Pub Date 70

Note—38p.
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Achievement Gains, Community Coordinators, Community Involvement, *Compensatory Education, *Disadvantaged Youth, *Federal Programs, Inservice Education, Parent Participation, *Program Evaluation, Standardized Tests, Teacher Aides, Teacher Education, Test Results

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, Pennsylvania

This evaluation attempts to measure the extent and effectiveness of ESEA Title I programs designed to meet the needs of disadvantaged children and appraises the public and the legislature of program outcomes. In keeping with USOE requirements for evaluating Title I programs, this document is constructed of (1) responses to USOE probes by questionnaire sequence, (2) applicable supplementary or background information, and (3) available related findings. Data were collected from interviews with selected personnel from the Pennsylvania State Department of Education; reaction reports from Teachers, administrators, and State ESEA Title I personnel; onsite visits by Title I staff; and evaluation supplement and narrative reports distributed to local educational agency Title I directors and activity directors. (EA)

ED 053 473 32 EA 003 706
Newark Board of Education Title I E.S.E.A.

Evaluation. Summary Report. Newark Board of Education, N.J.; Planners Associates, Inc., Newark, N.J.

Pub Date 70
Note—110p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Achievement Gains, Ancillary Services, *Compensatory Education, *Disadvantaged Youth, Elementary Schools, *Federal Programs, Parent Attitudes, *Program Evaluation, Questionnaires, Reading Development, Reading Improvement, Secondary Schools, Student Opinion, Teacher Attitudes, Test Results

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, Newark, New Jersey

This evaluation attempts to measure the extent and effectiveness of the 1969-70 Title I program for disadvantaged children. Part one covers major findings and a summary of the elementary and secondary reading program with recommendations for future implementation; and abstracted data from teacher, parent, student, and administrator questionnaire/opinionnaire forms. Part two includes the presentation and discussion of data such as reading test scores for elementary and secondary school students obtained both before and after student participation in the program; an evaluation of supportive services; and detailed and tabulated data from parent-pupil interviews and teacher, parent, student, and administrator questionnaire/opinionnaire forms. A related document is EA 003 699. (MLF)

ED 053 474 32 EA 003 707
Webb, Harold H.

North Carolina Evaluation Report, Fiscal Year 1970: Elementary and Secondary Act of 1965 - Title I.

North Carolina State Board of Education, Raleigh. Dept. of Public Instruction.

Pub Date Dec 70
Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Achievement Gains, Community Involvement, *Compensatory Education, Delinquent Rehabilitation, *Disadvantaged Youth, *Federal Programs, Handicapped Students, Inservice Education, Parent Participation, *Program Evaluation, Retarded Children, Standardized Tests, Teacher Aides, Teacher Education, Test Results

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, North Carolina

This evaluation attempts to measure the extent and effectiveness of ESEA Title I programs designed to meet the needs of disadvantaged children and appraises the public and the legislature of program outcomes. In keeping with USOE requirements for evaluating Title I programs, this document is constructed of (1) responses to USOE probes by questionnaire sequence and (2) applicable supplementary or background information. Data were collected from the North Carolina State Department of Public Instruction; reaction reports from teachers, administrators, and State ESEA Title I personnel; onsite visits by Title I staff; and evaluation supplement and narrative reports distributed to local educational agency Title I directors and activity directors. (EA)

ED 053 475 32 EA 003 708
Pearce, Donald C. And Others

South Carolina Annual Evaluation Report: Title I, ESEA, 1969-1970.

South Carolina State Dept. of Education, Columbia.

Pub Date 70
Note—83p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Achievement Gains, Community Involvement, *Compensatory Education, *Disadvantaged Youth, Dropout Rate, *Federal Programs, Inservice Education, Parent Participation, *Program Evaluation, Standardized Tests, Teacher Aides, Teacher Education, Test Results

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, South Carolina

This evaluation attempts to measure the extent and effectiveness of ESEA Title I programs designed to meet the needs of disadvantaged children and appraises the public and the legislature

of program outcomes. In keeping with USOE requirements for evaluating Title I programs, this document is constructed of (1) responses to USOE probes by questionnaire sequence, (2) applicable supplementary or background information, and (3) available related findings. Data were collected from the South Carolina State Department of Education; reaction reports from teachers, administrators, and State ESEA Title I personnel; onsite visits by Title I staff; and evaluation supplement and narrative reports distributed to local educational agency Title I directors and activity directors. (Pages 75 and 76 may reproduce poorly.) (EA)

ED 053 476 32 EA 003 709
Louisiana State Annual Evaluation Report for Fiscal Year 1970: Public Law 89-10, Title I, ESEA. Bulletin No. 1186.

Louisiana State Dept. of Education, Baton Rouge.

Pub Date 70
Note—124p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academic Achievement, Achievement Gains, Community Involvement, *Compensatory Education, Delinquent Rehabilitation, *Disadvantaged Youth, *Federal Programs, Handicapped Students, Inservice Education, Parent Participation, *Program Evaluation, Retarded Children, Standardized Tests, Teacher Aides, Teacher Education, Test Results

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, Louisiana

This evaluation attempts to measure the extent and effectiveness of ESEA Title I programs designed to meet the needs of disadvantaged children and appraises the public and the legislature of program outcomes. In keeping with USOE requirements for evaluating Title I programs, this document is constructed of (1) responses to USOE probes by questionnaire sequence, (2) applicable supplementary or background information, (3) available related findings, and (4) summary of statistics. Data were collected from interviews with selected personnel from the Louisiana State Department of Education; reaction reports from teachers, administrators, State ESEA Title I personnel, and university personnel; onsite visits by Title I staff and university consultants; and evaluation supplement and narrative reports distributed to local educational agency Title I directors and activity directors. (EA)

ED 053 477 32 EA 003 710
Mellado, Ramon

Puerto Rico State Annual Evaluation Report, Fiscal Year 1970: Title I, ESEA, PL 89-10.

Puerto Rico State Dept. of Education, Hato Rey.

Pub Date 70
Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Achievement Gains, Community Involvement, *Compensatory Education, Delinquent Rehabilitation, *Disadvantaged Youth, *Federal Programs, Handicapped Students, Inservice Education, Parent Participation, *Program Evaluation, Retarded Children, Standardized Tests, Teacher Aides, Teacher Education, Test Results

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, Puerto Rico

This evaluation attempts to measure the extent and effectiveness of ESEA Title I programs designed to meet the needs of disadvantaged children and appraises the public and the legislature of program outcomes. In keeping with USOE requirements for evaluating Title I programs, this document is constructed of (1) responses to USOE probes by questionnaire sequence, (2) applicable supplementary or background information, and (3) available related findings. Data were collected from interviews with selected personnel from the Commonwealth of Puerto Rico Department of Education; reaction reports from teachers, administrators, State ESEA Title I personnel, and university personnel; onsite visits by Title I staff and university consultants; and evaluation supplement and narrative reports distributed to local educational agency Title I directors and activity directors. (EA)

ED 053 478 32 EA 003 711
Annual Evaluation Report of Programs Funded Under P.L. 89-10, Title I in Michigan.

Michigan State Dept. of Education, Lansing.

Pub Date 13 Nov 70

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Achievement Gains, Community Involvement, *Compensatory Education, Delinquent Rehabilitation, *Disadvantaged Youth, *Federal Programs, Handicapped Students, Inservice Education, Parent Participation, *Program Evaluation, Retarded Children, Standardized Tests, Teacher Aides, Teacher Education, Test Results

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, Michigan

This evaluation attempts to measure the extent and effectiveness of ESEA Title I programs designed to meet the needs of disadvantaged children and appraises the public and the legislature of program outcomes. In keeping with USOE requirements for evaluating Title I programs, this document is constructed of (1) responses to USOE probes by questionnaire sequence, (2) applicable supplementary or background information, and (3) available related findings. Data were collected from interviews with selected personnel from the Michigan State Department of Education; reaction reports from teachers, administrators, State ESEA Title I personnel, and university personnel; onsite visits by Title I staff and university consultants; and evaluation supplement and narrative reports distributed to local educational agency Title I directors and activity directors. (EA)

ED 053 479 32 EA 003 712

Annual Evaluation Report, FY 1970: Title I, ESEA.

Mississippi State Dept. of Education, Jackson.

Pub Date 70

Note—48p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Achievement Gains, Community Involvement, *Compensatory Education, Delinquent Rehabilitation, *Disadvantaged Youth, *Federal Programs, Handicapped Students, Inservice Education, Parent Participation, *Program Evaluation, Retarded Children, Standardized Tests, Teacher Aides, Teacher Education, Test Results

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, Mississippi

This evaluation attempts to measure the extent and effectiveness of ESEA Title I programs designed to meet the needs of disadvantaged children and appraises the public and the legislature of program outcomes. In keeping with USOE requirements for evaluating Title I programs, this document is constructed of (1) responses to USOE probes by questionnaire sequence, (2) applicable supplementary or background information, and (3) available related findings. Data were collected from interviews with selected personnel from the Mississippi State Department of Education; reaction reports from teachers, administrators, State ESEA Title I personnel, and university personnel; onsite visits by Title I staff and university consultants; and evaluation supplement and narrative reports distributed to local educational agency Title I directors and activity directors. (EA)

ED 053 480 32 EA 003 713

Annual State Report: ESEA, Title I, 1970.

Massachusetts State Dept. of Education, Boston. Bureau of Elementary and Secondary Education.

Report No.—Pub-No-268

Pub Date 70

Note—80p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Achievement Gains, Community Involvement, *Compensatory Education, Delinquent Rehabilitation, *Disadvantaged Youth, *Federal Programs, Handicapped Students, Inservice Education, Parent Participation, *Program Evaluation, Retarded Children, Standardized Tests, Teacher Aides, Teacher Education, Test Results

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, Massachusetts

This evaluation attempts to measure the extent and effectiveness of ESEA Title I programs designed to meet the needs of disadvantaged children and appraises the public and the legislature of program outcomes. In keeping with USOE requirements for evaluating Title I programs, this

document is constructed of (1) responses to USOE probes by questionnaire sequence, (2) applicable supplementary or background information, and (3) available related findings. Data were collected from interviews with selected personnel from the Massachusetts State Department of Education; reaction reports from teachers, administrators, State ESEA Title I personnel, and university personnel; onsite visits by Title I staff and university consultants; and evaluation supplement and narrative reports distributed to local educational agency Title I directors and activity directors. A related document is EA 003 715. (EA)

ED 053 481 32 EA 003 714

Annual Evaluation: Elementary and Secondary Act of 1965 - Title I, Maine, FY 1970.

Maine State Dept. of Education, Augusta.

Pub Date 70

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Achievement Gains, Community Involvement, *Compensatory Education, Delinquent Rehabilitation, *Disadvantaged Youth, *Federal Programs, Handicapped Students, Inservice Education, Parent Participation, *Program Evaluation, Retarded Children, Standardized Tests, Teacher Aides, Teacher Education, Test Results

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, Maine

This evaluation attempts to measure the extent and effectiveness of ESEA Title I programs designed to meet the needs of disadvantaged children and appraises the public and the legislature of program outcomes. In keeping with USOE requirements for evaluating Title I programs, this document is constructed of (1) responses to USOE probes by questionnaire sequence, (2) applicable supplementary or background information, and (3) available related findings. Data were collected from interviews with selected personnel from the Maine State Department of Education; reaction reports from teachers, administrators, State ESEA Title I personnel, and university personnel; onsite visits by Title I staff and university consultants; and evaluation supplement and narrative reports distributed to local educational agency Title I directors and activity directors. (EA)

ED 053 482 32 EA 003 715

Evaluation of Project MOVING AHEAD, Title I Project, Salem Public Schools, Summer 1970.

Essex County Educational Evaluation Council, Salem, Mass.

Spons Agency—Salem Public Schools, Mass.

Pub Date 70

Note—49p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Gains, *Compensatory Education, Creativity, Curriculum, *Disadvantaged Youth, Elementary Schools, *Federal Programs, Kindergarten Children, Language Arts, Modern Mathematics, Perceptual Motor Learning, Physical Education, *Program Evaluation, Psychological Services, School Health Services, Speech Therapy, Standardized Tests, Test Results

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, Massachusetts, Salem

This report evaluates Moving Ahead, an ESEA Title I project conducted in and by the Salem Public Schools (Massachusetts) from July 6 through August 14, 1970. The project focused on seven activity areas: modern mathematics and language arts curricula, psychological services, perceptual motor training, physical education, creativity, speech, and health. The Essex County Educational Evaluation Council monitored instruction to determine its quality; determined the extent to which each of the program components met its stated objectives; assessed the attitudes of parents, teachers, and students toward the program; and determined the degree of success of the program's organization, leadership, budget implementations, and other administrative facets. The main body of the report presents in sequence the evaluation results of the various program components. A related document is EA 003 713. (Author/JF)

ED 053 483 32 EA 003 716

Nebraska State Annual Evaluation Report: Title I, ESEA, 69-70.

Nebraska State Dept. of Education, Lincoln.

Pub Date 70

Note—88p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Achievement Gains, Community Involvement, *Compensatory Education, Delinquent Rehabilitation, *Disadvantaged Youth, *Federal Programs, Handicapped Students, Inservice Education, Parent Participation, *Program Evaluation, Retarded Children, Standardized Tests, Teacher Aides, Teacher Education, Test Results

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, Nebraska

This evaluation attempts to measure the extent and effectiveness of ESEA Title I programs designed to meet the needs of disadvantaged children and appraises the public and the legislature of program outcomes. In keeping with USOE requirements for evaluating Title I programs, this document is constructed of (1) responses to USOE probes by questionnaire sequence, (2) applicable supplementary or background information, and (3) available related findings. Data were collected from interviews with selected personnel from the Nebraska State Department of Education; reaction reports from teachers, administrators, State ESEA Title I personnel, and university personnel; onsite visits by Title I staff and university consultants; and evaluation supplement and narrative reports distributed to local educational agency Title I directors and activity directors. (EA)

ED 053 484 32 EA 003 717

Evaluation Report, Fiscal Year 1970: Title I in South Dakota. Special Programs for Educationally Deprived Children.

South Dakota State Dept. of Public Instruction, Pierre.

Pub Date 70

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Achievement Gains, Community Involvement, *Compensatory Education, Delinquent Rehabilitation, *Disadvantaged Youth, *Federal Programs, Handicapped Students, Inservice Education, Parent Participation, *Program Evaluation, Retarded Children, Standardized Tests, Teacher Aides, Teacher Education, Test Results

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, South Dakota

This evaluation attempts to measure the extent and effectiveness of ESEA Title I programs designed to meet the needs of disadvantaged children and appraises the public and the legislature of program outcomes. In keeping with USOE requirements for evaluating Title I programs, this document is constructed of (1) responses to USOE probes by questionnaire sequence, (2) applicable supplementary or background information, and (3) available related findings. Data were collected from interviews with selected personnel from the South Dakota State Department of Public Instruction; reaction reports from teachers, administrators, State ESEA Title I personnel, and university personnel; onsite visits by Title I staff and university consultants; and evaluation supplement and narrative reports distributed to local educational agency Title I directors and activity directors. (EA)

ED 053 485 32 EA 003 718

An Evaluation for Fiscal Year 1970: Title I, ESEA in the State of Vermont. Annual Report 1969-1970.

Vermont State Dept. of Education, Montpelier.

Pub Date 1 Nov 70

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Achievement Gains, Community Involvement, *Compensatory Education, *Disadvantaged Youth, *Federal Programs, Handicapped Students, Inservice Education, Parent Participation, *Program Evaluation, Retarded Children, Standardized Tests, Teacher Aides, Teacher Education, Test Results

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, Vermont

This evaluation attempts to measure the extent and effectiveness of ESEA Title I programs designed to meet the needs of disadvantaged children and appraises the public and the legislature of program outcomes. In keeping with USOE requirements for evaluating Title I programs, this

document is constructed of (1) responses to USOE probes by questionnaire sequence, (2) applicable supplementary or background information, (3) available related findings, and (4) summary, including conclusions and recommendations. Data were collected from interviews with selected personnel from the Vermont State Department of Education; reaction reports from teachers, administrators, State ESEA Title I personnel, and university personnel; onsite visitations by Title I staff and university consultants; and evaluation supplement and narrative reports distributed to local educational agency Title I directors and activity directors. (Chart on page 3 of Part II may reproduce poorly.) (EA)

ED 053 486 32 EA 003 719
Annual Report: Activities and/or Services for Educationally Deprived Children Under Title I of the Elementary and Secondary Education Act for Fiscal Year Ending June 30, 1970.
Texas Education Agency, Austin.
Pub Date 71
Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Achievement Gains, Community Involvement, *Compensatory Education, Delinquent Rehabilitation, *Disadvantaged Youth, *Federal Programs, Handicapped Students, Inservice Education, Parent Participation, *Program Evaluation, Retarded Children, Standardized Tests, Teacher Aides, Teacher Education, Test Results

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, Texas

This evaluation attempts to measure the extent and effectiveness of ESEA Title I programs designed to meet the needs of disadvantaged children and appraises the public and the legislature of program outcomes. In keeping with USOE requirements for evaluating Title I programs, this document is constructed of (1) responses to USOE probes by questionnaire sequence, (2) applicable supplementary or background information, and (3) available related findings. Data were collected from interviews with selected personnel from the Texas Education Agency; reaction reports from teachers, administrators, State ESEA Title I personnel, and university personnel; onsite visitations by Title I staff and university consultants; and evaluation supplement and narrative reports distributed to local educational agency Title I directors and activity directors. (EA)

ED 053 487 32 EA 003 720
State of Tennessee Annual Evaluation Report: Title I, Elementary and Secondary Education Act of 1965, Public Law 89-10, Fiscal Year 1970.

Tennessee State Dept. of Education, Nashville.
Pub Date 70
Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Achievement Gains, Community Involvement, *Compensatory Education, Delinquent Rehabilitation, *Disadvantaged Youth, *Federal Programs, Handicapped Students, Inservice Education, Parent Participation, *Program Evaluation, Retarded Children, Standardized Tests, Teacher Aides, Teacher Education, Test Results

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, Tennessee

This evaluation attempts to measure the extent and effectiveness of ESEA Title I programs designed to meet the needs of disadvantaged children and appraises the public and the legislature of program outcomes. In keeping with USOE requirements for evaluating Title I programs, this document is constructed of (1) responses to USOE probes by questionnaire sequence, (2) applicable supplementary or background information, and (3) available related findings. Data were collected from interviews with selected personnel from the Tennessee State Department of Education; reaction reports from teachers, administrators, State ESEA Title I personnel, and university personnel; onsite visitations by Title I staff and university consultants; and evaluation supplement and narrative reports distributed to local educational agency Title I directors and activity directors. Related documents are EA 003 692 and EA 003 721. (EA)

ED 053 488 32 EA 003 721
Project HIGHER GROUND, ESEA Title I Evaluation Report, FY 1969-1970.

Nashville - Davidson County Metropolitan Public Schools, Tenn.

Spons Agency—Tennessee State Dept. of Education, Nashville.

Pub Date 70

Note—61p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Gains, *Compensatory Education, *Disadvantaged Youth, Elementary Schools, *Federal Programs, Kindergarten Children, Nutrition, Outdoor Education, *Program Evaluation, Reading Development, Reading Improvement, Reading Readiness Tests, School Health Services

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, Nashville, Tennessee

This report evaluates Higher Ground, an ESEA Title I project conducted in and by the metropolitan public schools of Nashville, Tennessee. The project focused on five activity areas: reading improvement programs, kindergarten programs for 5-year-olds, health and nutrition services, outdoor education, and multidisciplinary team intervention. Information about the individual costs of these activities as well as brief commentaries and cost figures for eight additional activity areas are also documented. A summary of project activities and conclusions about the effectiveness of the programs are included. Related documents are EA 003 692 and EA 003 720. (JF/EA)

ED 053 489 32 EA 003 722
Wyoming State Annual Evaluation Report for Fiscal Year Ending June 30, 1970: Division of Compensatory Education, Elementary and Secondary Education Act of 1965 - Title I.

Wyoming State Dept. of Education, Cheyenne.
Report No.—OE-4320

Pub Date 15 Nov 70

Note—75p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Achievement Gains, Community Involvement, *Compensatory Education, Delinquent Rehabilitation, *Disadvantaged Youth, *Federal Programs, Handicapped Students, Inservice Education, Parent Participation, *Program Evaluation, Retarded Children, Standardized Tests, Teacher Aides, Teacher Education, Test Results

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, Wyoming

This evaluation attempts to measure the extent and effectiveness of ESEA Title I programs designed to meet the needs of disadvantaged children and appraises the public and the legislature of program outcomes. In keeping with USOE requirements for evaluating Title I programs, this document is constructed of (1) responses to USOE probes by questionnaire sequence, (2) applicable supplementary or background information, and (3) available related findings. Data were collected from interviews with selected personnel from the Wyoming State Education Department; reaction reports from teachers, administrators, State ESEA Title I personnel, and university personnel; onsite visitations by Title I staff and university consultants; and evaluation supplement and narrative reports distributed to local educational agency Title I directors and activity directors. (Illustrations may reproduce poorly.) (EA)

ED 053 490 32 EA 003 723
State Annual Title I Evaluation Report for Fiscal Year Ending June 30, 1970.

West Virginia State Dept. of Education, Charleston.

Pub Date 15 Nov 70

Note—40p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Achievement Gains, Community Involvement, *Compensatory Education, Delinquent Rehabilitation, *Disadvantaged Youth, *Federal Programs, Handicapped Students, Inservice Education, Parent Participation, *Program Evaluation, Retarded Children, Standardized Tests, Teacher Aides, Teacher Education, Test Results

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, West Virginia

This evaluation attempts to measure the extent and effectiveness of ESEA Title I programs designed to meet the needs of disadvantaged children and appraises the public and the legislature of program outcomes. In keeping with USOE requirements for evaluating Title I programs, this document is constructed of (1) responses to USOE probes by questionnaire sequence, (2) applicable supplementary or background information, and (3) available related findings. Data were collected from interviews with selected personnel from the West Virginia Department of Education; reaction reports from teachers, administrators, State ESEA Title I personnel, and university personnel; onsite visitations by Title I staff and university consultants; and evaluation supplement and narrative reports distributed to local educational agency Title I directors and activity directors. (EA)

ED 053 491 32 EA 003 724
State of Wisconsin Annual Evaluation Report: Title I, Elementary and Secondary Education Act of 1965, Public Law 89-10, Fiscal Year 1970.

Wisconsin State Dept. of Public Instruction, Madison.

Pub Date 70

Note—98p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Achievement Gains, Community Involvement, *Compensatory Education, Delinquent Rehabilitation, *Disadvantaged Youth, *Federal Programs, Handicapped Students, Inservice Education, Parent Participation, *Program Evaluation, Retarded Children, Standardized Tests, Teacher Aides, Teacher Education, Test Results

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, Wisconsin

This evaluation attempts to measure the extent and effectiveness of ESEA Title I programs designed to meet the needs of disadvantaged children and appraises the public and the legislature of program outcomes. In keeping with USOE requirements for evaluating Title I programs, this document is constructed of (1) responses to USOE probes by questionnaire sequence, (2) applicable supplementary or background information, and (3) available related findings. Data were collected from interviews with selected personnel from the Wisconsin State Department of Education; reaction reports from teachers, administrators, State ESEA Title I personnel, and university personnel; onsite visitations by Title I staff and university consultants; and evaluation supplement and narrative reports distributed to local educational agency Title I directors and activity directors. (EA)

ED 053 492 32 EA 003 725

Carlstrom, Gerard

Washington State Annual Evaluation Report for Fiscal Year Ending June 30, 1970: Elementary and Secondary Education Act of 1965 - Title I. Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date 70

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Achievement Gains, Community Involvement, *Compensatory Education, Delinquent Rehabilitation, *Disadvantaged Youth, *Federal Programs, Handicapped Students, Inservice Education, Parent Participation, *Program Evaluation, Retarded Children, Standardized Tests, Teacher Aides, Teacher Education, Test Results

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, Washington

This evaluation attempts to measure the extent and effectiveness of ESEA Title I programs designed to meet the needs of disadvantaged children and appraises the public and the legislature of program outcomes. In keeping with USOE requirements for evaluating Title I programs, this document is constructed of (1) responses to USOE probes by questionnaire sequence and (2) applicable supplementary or background information. Data were collected from interviews with selected personnel from the Washington Office of the State Superintendent of Public Instruction, onsite visitations by Title I staff, and evaluation supplement and narrative reports distributed to local educational agency Title I directors and activity directors. (EA)

ED 053 493 32 EA 003 729
State Annual Evaluation Report for 1969-70: Title I Elementary and Secondary Education Act of 1965 Public Law 89-10, as Amended.

Montana State Dept. of Public Instruction, Helena.

Pub Date Jan 71

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Achievement Gains, Community Involvement, *Compensatory Education, Delinquent Rehabilitation, *Disadvantaged Youth, *Federal Programs, Handicapped Students, Inservice Education, Parent Participation, *Program Evaluation, Retarded Children, Standardized Tests, Teacher Aides, Teacher Education, Test Results

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, Montana

This evaluation attempts to measure the extent and effectiveness of ESEA Title I programs designed to meet the needs of disadvantaged children and appraises the public and the legislature of program outcomes. In keeping with USOE requirements for evaluating Title I programs, this document is constructed of (1) responses to USOE probes by questionnaire sequence and (2) applicable supplementary or background information. Data were collected from the Montana State Department of Public Instruction; teachers, administrators, and State ESEA Title I personnel; onsite visitations by Title I staff; and evaluation supplement and narrative reports distributed to local educational agency Title I directors and activity directors. A related document is EA 003 740. (EA)

ED 053 494 32 EA 003 740
Annual Evaluation Report for 1969-70: ESEA Title I, Public Law 89-10, as Amended. Billings Public Schools, Mont.

Pub Date Sep 70

Note—61p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Achievement Gains, Community Involvement, *Compensatory Education, Delinquent Rehabilitation, *Disadvantaged Youth, *Federal Programs, Handicapped Students, Inservice Education, Parent Participation, *Program Evaluation, Retarded Children, Standardized Tests, Teacher Aides, Teacher Education, Test Results

Identifiers—Billings, *Elementary Secondary Education Act Title I, ESEA Title I, Montana

This evaluation attempts to measure the extent and effectiveness of ESEA Title I programs designed to meet the needs of disadvantaged children and appraises the public and the legislature of program outcomes. In keeping with USOE requirements for evaluating Title I programs, this document is constructed of (1) responses to USOE probes by questionnaire sequence, (2) applicable supplementary or background information, and (3) available related findings. Data were collected from interviews with selected personnel from the Billings, Montana, Public Schools; reaction reports from teachers, administrators, and university personnel; and onsite visitations by Title I staff and university consultants. A related document is EA 003 729. (EA)

ED 053 495 EA 003 765

Fincher, Cameron, Ed.

Institutional Research and Academic Outcomes.

Proceedings of the Association for Institutional Research Annual Forum. (8th, San Francisco, California, May 6-9, 1968.)

Association for Institutional Research.

Pub Date 68

Note—236p.

Available from—Office of Institutional Research, Claremont University Center, Claremont, California 91711 (\$6.00)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Educational Finance, *Educational Research, Faculty, *Higher Education, *Institutional Research, Organization, Organizational Climate, *Planning, Research Methodology, *Research Needs, Social Change

The theme of the 8th Annual Forum on Institutional Research was "Institutional Research and Academic Outcomes"—intended as a continuation of the 1966 Forum discussion dealing with academic inputs and the 1967 Forum on the instructional process. After an address by the Association's president in which he urged his academic colleagues to investigate the possibilities for change in both the organizational structure of universities and the educational process, general papers were submitted on the relationship of benefits and costs in higher education; societal impacts on higher education; and educational productivity in economic terms. Approximately 4 papers were presented in each of the areas of: Institutional Planning and Theory Models; Campus Climates; Institutional Innovations; Faculty and the Institution; Methodology and Assessment in Evaluation of Output; Institutional Budget and Cost Analysis; and Synthetic Output by Simulation. Because of space limitations in the Proceedings, some of the 32 papers were condensed from the original and many of the tables, charts and graphs were omitted. (This document previously announced as ED 029 557.) (JS)

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EC

ED 053 496 EC 032 853
Directory of Educational Provision for Handicapped Children in Developing Commonwealth Countries.

Commonwealth Secretariat, London (England).

Pub Date 71

Note—128p.

Available from—Commonwealth Secretariat, Printing Section, Marlborough House, London, S.W.1, England

Document Not Available from EDRS.

Descriptors—*Directories, *Educational Programs, *Exceptional Child Services, *Handicapped Children, Private Schools, Residential Schools

Identifiers—*British Commonwealth

The directory, compiled from published sources relating to 43 countries, lists educational provisions for handicapped children. The following headings have been maintained for each country (whether or not entries have been made under each): responsible authority, other public or private bodies involved, publications and reports, schools and institutions, staffing, teacher training facilities and arrangements, aid, finance, legislation, incidence of handicap, and other information. Included are members of the British Commonwealth, associated states of the Eastern Caribbean, dependencies, and the Caribbean Region. (RJ)

ED 053 497 EC 032 875

Weinstein, Stephen A., Ed.

Registry of Private Schools for Children with Special Education Needs.

Pub Date 71

Note—922p.

Available from—National Educational Consultants, Inc., 711 St. Paul Street, Baltimore, Maryland 21202 (\$19.95)

Document Not Available from EDRS.

Descriptors—*Directories, *Exceptional Child Services, *Handicapped Children, *Private Schools, *Residential Schools

Over 800 schools are listed by state and alphabetically within state in the catalog. Printed on 8 1/2 by 5 1/2 inch pages, the top half of the registry starts with Alabama and continues through New Hampshire, while the bottom covers the remainder of New Hampshire through Wyoming. Each listing covers name and address of schools, kinds of pupils accepted, fee, services, academic programs, admission policies, enrollment, personnel, and a general description. The index lists 23 disability areas, state, and page number. The registry is slated for annual updating. (RJ)

ED 053 498 EC 032 876
Directory of Services for the Retarded in the Greater Boston Area.

Boston Univ., Mass. New England Materials Instruction Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 71

Note—216p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Agencies, *Directories, *Exceptional Child Services, *Mentally Handicapped, Private Schools, Residential Schools

Identifiers—*Boston

Intended for parents and teachers, the directory lists schools and agencies for the retarded in the Boston area. An alphabetical listing of the schools and agencies is accompanied by a chart which makes it possible to spot check the services offered, including specific services for the multiply handicapped. A second section, alphabetically arranged, gives complete information on each organization: name and address, director or person to call for information, client information, services offered, and a summary. (RJ)

ED 053 499 EC 032 877

The Provision of Education for Pupils Who Are Homebound or Hospitalized.

Ontario Dept. of Education, Toronto.

Pub Date 71

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administration, *Educational Programs, *Exceptional Child Education, *Homebound, *Hospitalized Children, Physically Handicapped, Special Health Problems, Teacher Role

Suggestions are made for administrators responsible for the establishment and supervision of programs and services for children who are homebound or hospitalized and for teachers of such children. The section for the administrator considers program objectives, program merits, responsibilities and supervision, pupil eligibility, referrals, termination of home instruction, teacher selection, parent responsibilities, and programs for the emotionally disturbed, severely retarded, and learning disabled. Recommendations for teachers include teacher role, supportive consultants, making a community directory, self-help, procedure subsequent to referral, initial home visit and lesson, the hospital setting, team conferences, time for instruction, and record-keeping. Types of programs and aids and a glossary are also included. (RJ)

ED 053 500 EC 032 878

Lazar, Alfred L., And Others

Sex Differences in Attitudes of Young Male and Female Gifted Youngsters Toward Handicapped Individuals.

California State Coll., Long Beach.

Pub Date Apr 71

Note—9p.; Paper presented at the Annual Meeting of the California Education Research Association (49th, San Diego, California, April 29, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attitudes, Attitude Tests, *Exceptional Child Research, *Gifted, *Handicapped, *Sex Differences

Identifiers—Attitude Toward Disabled Persons Scale

Fifteen males and 15 females (ages 8.0 to 8.8) who had been identified as gifted were studied to compare their attitudes toward handicapped individuals as measured by the Attitude Toward Disabled Persons Scale (ATDP). Form O of the ATDP Scale was used and a one-way analysis of variance showed a significant difference between males and females, supporting other studies which have found females to be more positive. The adequacy and promise of the ATDP are considered. (RJ)

ED 053 501 EC 032 879

Lazar, Alfred L., And Others

Sex Differences in the Distribution of Attitudes Toward Handicapped Individuals on the Part of Selected College Subjects.

California State Coll., Long Beach.

Pub Date Apr 71

Note—11p.; Paper presented at the Annual Meeting of the California Education Research Association (49th, San Diego, California, April 29, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attitudes, Attitude Tests, *College Students, *Exceptional Child Research, *Handicapped, *Sex Differences

Identifiers—Attitude Toward Disabled Persons Scale

The purpose of the study was to examine the distribution of attitude responses among college students on the Attitude Toward Disabled Persons Scale (ATDP) and to compare the responses of male students to females within each of three classes of responses on the preferred Student Characteristic Scale (PSCS): affective, affective-

cognitive, and cognitive. One hundred students of each sex (attrition eliminated 11) were administered both scales, and a significant difference favoring females was found. There was no significant degree of difference among the three PSCS subgroups. Support was found for the view that separate norms on the ATDP are needed for males and females in order to accurately understand the raw score profiles of specific subjects within a given area such as teachers versus nurses. (RJ)

ED 053 502 EC 032 880

Popham, Donald F.
Teaching Gifted Students Social Sciences in Grades Ten through Twelve.
California State Dept. of Education, Sacramento.
Div. of Special Education.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 71

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Exceptional Child Education, *Gifted, *Honors Curriculum, Program Design, *Senior High Schools, *Social Sciences, Teacher Developed Materials, Teaching Guides
Identifiers—California

The monograph is designed to assist secondary school teachers in grades ten through twelve who teach social sciences to gifted students. The introduction encompasses such topics as the role of leadership, the variability of instruction, and problems in social science instruction. The identification of the gifted student in social sciences and the successful teacher of the field is considered. The importance of the development of an inquiry-conceptual process of reflective reasoning in order to equip the gifted student for social understanding is stressed. Program themes and structure for each of the grade levels are discussed and subject matter skills and teaching strategies are looked at. The monograph concludes with a summation of the projected design of the new social science framework for California as taken from the findings of the California Statewide Social Sciences Study Committee. A complementary document (EC 032 579) deals with the same topic at the elementary school level (grades 4-6). (CD)

ED 053 503 40 EC 032 881

Ladner, Judith L.
Enhancement of Productive Thinking in Institutionalized Mental Retardates. Final Report.
Fordham Univ., Bronx, N.Y.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Bureau No—BR-42-2272
Pub Date Feb 71

Grant—OEG-2-700017

Note—135p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Convergent Thinking, Creativity Research, *Divergent Thinking, Educable Mentally Handicapped, *Exceptional Child Research, *Institutionalized (Persons), *Mentally Handicapped, Program Descriptions

The purpose of the study was to evaluate the effectiveness of a supplementary program of 30 lessons to increase the productive thinking abilities (divergent thinking) of educable mentally handicapped students. An experimental group of 30 institutionalized children were given the supplementary lessons at a rate of three per week. The lessons, based on the brainstorming technique, were felt to encourage ideational fluency, familiarity with the principles of change, improved observational ability, increased sensitivity, and originality through improvisation. Significant improvement was noted for all but the factor of figural elaboration. It was concluded that enhancement of creative performance was feasible in institutionalized educable mentally handicapped students. The value of the brainstorming technique (in which the pupils' ideas were allowed to flow freely) as a specific teaching tool was stressed as having future educational program implications. The verbal functioning was found to be improved and the improvement was felt to be a reflection of a transition from convergent to divergent modes of thinking. The 30 lesson plans used in the experiment are included in the appendix. (CD)

ED 053 504

Hammer, Edwin K., Ed.

Behavior Modification Programs for Deaf-Blind Children. Proceedings of a Workshop Held July 13-14, 1970 (Pineville, Louisiana).

Callier Hearing and Speech Center, Dallas, Tex.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 70

Note—85p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Change, *Conference Reports, *Deaf Blind, *Exceptional Child Education, Multiply Handicapped, Workshops

Proceedings of a workshop (Pineville, Louisiana, July 13-14, 1970) on behavior modification programs for deaf-blind children are presented. James Lent discusses the principles of behavior modification and the habilitation of deaf blind children while Pat Aycock utilized case histories to consider shaping behavior of multiply handicapped crib patients. The effectiveness of using light as a motivator and reinforcer is mentioned by Mrs. Aycock. Dr. Thomas looks at certain behavior that can be altered by medical intervention. Dr. Dayan discusses some of the administrative roadblocks encountered when trying to initiate a program for deaf blind children. Throughout the proceedings, the need to call upon diverse resources to bring efficiency to the education of the children is stressed. Jack English summarizes the participant's presentations and draws lines through points brought up by more than one speaker, such as the problem of hesitancy among professionals and others to attempt to work with the children. (CD)

ED 053 505 EC 032 883

Action in the States in the Fields of Mental Health, Mental Retardation and Related Areas, 1968-1969.

Council of State Governments, Chicago, Ill.

Pub Date Dec 70

Note—54p.

Available from—Council of State Governments, 1313 East Sixtieth Street, Chicago, Illinois 60637 (\$3.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Care Centers, Emotionally Disturbed, *Exceptional Child Education, Financial Support, Health Services, *Incidence, *Mental Health, *Mentally Handicapped, *National Surveys, Statistical Data

The document is based on a survey conducted to ascertain the action in the states in the fields of mental retardation, mental health and related areas for 1968-1969. Information, presented in tabular form, concerns special education programs in the public schools for mentally handicapped and emotionally disturbed children. A state by state account reflects the developments with regard to day care programs for mentally handicapped. Community health services for the mentally ill and mentally handicapped, inpatient facilities, research, administration, and other legislation are dealt with in the report. Finance and funding of programs and facilities are also tabulated. (CD)

ED 053 506 EC 032 884

Stovall, Betty J. Tongue, Cornelia

The Itinerant Resource Teacher: A Manual for Programs with Gifted Children.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Special Education.

Pub Date 70

Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Organization, *Exceptional Child Education, *Gifted, Guidelines, *Itinerant Teachers, Program Design, *Resource Teachers, State Programs
Identifiers—North Carolina

Prepared for the use of schools in North Carolina, the manual discusses the use of itinerant resource teachers in the educational program for gifted children. Although pertaining primarily to the gifted and talented program on the elementary and junior high levels, the manual could be adapted to the senior high program also. Discussion of the philosophy and objectives of the Itinerant Resource Teacher Program for Gifted Children indicates that the itinerant teacher acts as a resource person to the regular teacher as well as to the children, thus supplementing rather than supplanting the regular

teacher. A section in question and answer format explains the concept of the itinerant resource teacher, and a description is given of ways to implement the program in a school setting. Several sample schedules are presented to illustrate how the program might be implemented in a school system. Also covered are additional professional responsibilities of the resource teacher and some factors to consider in the process of evaluating both the students' progress and the program. (KW)

ED 053 507 EC 032 885

Jacobs, Walter R., Jr.

Status Report for the Program for the Education of Exceptionally Talented Children, 1969-1970. North Carolina State Dept. of Public Instruction, Raleigh. Div. of Special Education.

Pub Date 70

Note—90p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annual Reports, *Exceptional Child Education, *Gifted, *Program Evaluation, Special Classes, State Aid, *State Programs, State Surveys, Statistical Data
Identifiers—*North Carolina

The fifth in a series of annual reports, the status report describes the overall North Carolina Program for Exceptionally Talented Children as instituted by local school units for the school year 1969-1970, evaluating the educational program against predetermined criteria. Statistical data are presented about all known gifted and talented (GT) programs in the state and about those programs administered by the Gifted and Talented Section, Division of Special Education, Department of Public Instruction, which is awarded GT Teacher Allotments by the State Board for assignment to qualifying local units. The report indicates that GT pupil selections were in accordance with public school laws; that the number of GT Teacher Allotments for 1969-70 (240) increased by only one over the previous year; that the gifted curriculum did not appear recognizably different from the general curriculum; and that, despite rapid growth of the GT program in recent years, an estimated 81.3% of pupils eligible for GT programs are not placed in such. (KW)

ED 053 508 EC 032 886

Darnell, William T.

Comprehensive Programming for the Deaf-Retarded Within New York State: A Survey and Proposal.

National Technical Inst. for the Deaf, Rochester, N. Y.

Spons Agency—New York State Temporary Committee to Study Problems of the Deaf, Albany.

Pub Date Feb 71

Note—97p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aurally Handicapped, Educational Needs, *Exceptional Child Education, Incidence, Institutionalized (Persons), Mentally Handicapped, *Multiply Handicapped, *Program Proposals, Residential Programs, State Surveys

Identifiers—*New York

The incidence of retardation and of hearing loss among the retarded is considered and the problem posed by the aurally handicapped who may be misdiagnosed as retarded is examined. The historical background of past and existing education for the retarded deaf is presented. A study was begun in early 1970 which concerned services for and incidence of deaf retardates among the state's estimated 29,000 institutionalized retarded. Based on samples of educable and trainable persons aged 6 to 30 in two state schools, what was felt to be a minimum percent of .07 was determined to be the number who had hearing losses. No existing programs within schools for the retarded or for the deaf were adequately serving these people. These findings provided the rationale and need for the tentative proposal for a New York State Program which is described and includes site of the program facility, classes, living arrangements, vocational training and placement, and evaluation. Records, forms, and tables are appended. (RJ)

ED 053 509 EC 032 887

A Resource Guide for Teachers of Young Hearing Impaired Children.

Capitol Region Education Council, West Hartford, Conn.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Nov 70

Note—183p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Aurally Handicapped, *Curriculum Guides, *Exceptional Child Education, Instructional Materials, *Primary Grades, *Resource Guides

Directed to teachers of young hearing impaired children, the guide attempts to avoid a step-by-step approach to language acquisition and undue emphasis on grammatical form. Instead, the teacher is viewed as a guide who leads the children to more sources of information and understanding and encourages curiosity, spontaneity, and creativity. Content units are presented which concern the relationship of the child to an aspect of his environment: his body and feelings, the home and school, time, animals, and nature. Instructional materials and activities are suggested for each unit. Also included are a list of materials suitable for beginning language arts, a section on rhythm, and a bibliography of books for parents. (RJ)

ED 053 510

EC 032 889

Whitaker, Venetta

Social Studies for EMR Pupils: A Course of Study for Junior High Schools.

Los Angeles City Schools, Calif. Div. of Instructional Planning and Services.

Pub Date 69

Note—47p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Course Objectives, *Curriculum Guides, *Educable Mentally Handicapped, *Exceptional Child Education, *Junior High School Students, *Social Studies

A course of study on social studies for the educable mentally retarded junior high school student, the manual outlines goals for each area of the curriculum and suggests time limits for each. Areas are development of self-realization, understanding and adjusting to the contemporary scene, the role of the family in society, the effect of geography on culture, good citizenship, historical events and the American way of life, the need for security and peace, the role of the United Nations, life in other nations, occupational opportunities, and the use of leisure time. Suggested activities for each unit can be found in EC 032 888. (RJ)

ED 053 511

EC 032 890

Hawkins, Robert P.

The School Adjustment Program: Individualized Intervention for Children with Behavior Disorders.

Kalamazoo Valley Intermediate School District, Mich.

Pub Date 71

Note—40p.; Paper presented at the Annual Kansas Symposium on Behavior Analysis in Education (2nd, Lawrence, Kansas, May, 1971).

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Change, *Emotionally Disturbed, *Exceptional Child Research, Program Descriptions, Reinforcement, Teacher Role

Identifiers—School Adjustment Program

A School Adjustment Program (SAP) which began in 1966 is the focus of a paper which describes the program (now serving emotionally disturbed children from ages 5 to 15 in six classrooms) and compares it to the program used by Hewitt. The behavior modification procedures and individualized programming used in the classes are discussed. Research conducted with a 13-year old girl who showed a decline in reading performance is reported. In order to eliminate her bizarre answers to oral comprehension questions, the teacher and an aide implemented a series of different reaction patterns involving the amount of attention paid to right and wrong answers. Results showed that the longer the amount of attention paid, the more the frequency of the response increased (i.e., lots of attention paid to right answers, short attention to wrong resulted in a low proportion of errors and vice versa). A combination of long attention and praise for correct answers and short attention for incorrect ones produced the lowest percent of error. Caution in dispensing attention is suggested. (RJ)

ED 053 512

EC 032 891

Power, Desmond J. Quigley, Stephen P.

Problems and Programs in the Education of Multiply Disabled Deaf Children.

Illinois Univ., Urbana. Inst. of Research for Exceptional Children.

Pub Date 71

Note—60p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aurally Handicapped, *Educational Programs, Evaluation, *Exceptional Child Services, *Incidence, *Multiply Handicapped, Teacher Education

The multiple disabilities, both remediable and adjustable, which may be associated with deafness are defined and comments are offered on the trend away from the "medical model." Incidence figures for the various disabilities are given, and the problems of diagnosis and ascertainment of the educational needs of each individual are considered. Current programs for the multiply handicapped deaf are discussed in terms of preschool, school, and post-school programs and recommendations are made in regard to teachers, ancillary personnel, and prevention. (RJ)

ED 053 513

EC 033 016

Parent Education: Exceptional Child Bibliography Series.

Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Feb 71

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Bibliographies, Child Rearing, *Exceptional Child Education, Gifted, Guides, *Handicapped Children, *Parent Education, *Parent Role

One in a series of over 50 similar listings relating to handicapped and gifted children, the annotated bibliography contains 92 references selected from Exceptional Child Education Abstracts written for or about parents of exceptional children. Manuals, guides, presentations of suggested activities and child rearing techniques, and other such informative documents addressed to parents or concerned with the role of parents are included. Bibliographic data, availability information, indexing and retrieval descriptors, and an abstract are given for each entry. Author and subject indexes are provided. (KW)

ED 053 514

EC 033 017

Diagnostic Teaching: Exceptional Child Bibliography Series.

Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Feb 71

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Bibliographies, *Diagnostic Teaching, *Educational Diagnosis, *Exceptional Child Education, Learning Disabilities, Teaching Methods

Sixty-six references selected from Exceptional Child Education Abstracts are included in the annotated bibliography on diagnostic teaching, one in a series of over 50 similar listings dealing with handicapped and gifted children. For each entry, bibliographic data, availability information, indexing and retrieval descriptors, and an abstract are provided. Author and subject indexes are provided. (KW)

ED 053 515

EC 033 018

Vocational Training: Exceptional Child Bibliography Series.

Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Feb 71

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Bibliographies, *Exceptional Child Education, *Handicapped Children, *Vocational Education, *Vocational Rehabilitation

One in a series of over 50 similar listings related to exceptional children, both handicapped and gifted, the annotated bibliography contains 88 references dealing with vocational education

and vocational rehabilitation, including such topics as prevocational preparation, work-study programs, sheltered workshops, job placement, and others. Entries, which include texts, journal articles, curriculum guides, research reports, and other literature, were selected from Exceptional Child Education Abstracts. Given are bibliographic data, availability information, indexing and retrieval descriptors, and an abstract for each entry. Both an author and a subject index are included. (KW)

ED 053 516

EC 033 019

Physical Facilities: Exceptional Child Bibliography Series.

Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Feb 71

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Architectural Programming, Bibliographies, Building Design, *Educational Facilities, *Exceptional Child Education, *Handicapped Children, *Physical Facilities

The annotated bibliography, one in a series of over 50 similar listings related to handicapped and gifted children, contains 91 references selected from Exceptional Child Education Abstracts dealing with physical facilities, educational or institutional, for exceptional children. The entries, which include texts, journal articles, research reports, program guides, and other literature, treat such topics as environmental influences, acoustics, architectural programming, building design, classroom arrangement, design needs, lighting, sanitary facilities, and space utilization. Bibliographic data, availability information, indexing and retrieval descriptors, and abstracts are given for all entries. Subject and author indexes are provided. (KW)

ED 053 517

EC 033 020

Professional Education: Exceptional Child Bibliography Series.

Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Feb 71

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Bibliographies, *Exceptional Child Education, Gifted, Handicapped Children, *Professional Education, *Teacher Education

One hundred references are included in the annotated bibliography dealing with the education and training of both teachers and other professionals who are concerned with exceptional children, both handicapped and gifted. Entries include texts, journal articles, research reports, and other literature. The bibliography, which contains bibliographic data, availability information, indexing and retrieval descriptors, and abstracts for all entries, is one in a series of over 50 similar compilations related to exceptional children. Author and subject indexes are provided. References were selected from Exceptional Child Education Abstracts. (KW)

ED 053 518

EC 033 021

Instructional Materials: Exceptional Child Bibliography Series.

Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Feb 71

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Bibliographies, *Exceptional Child Education, Gifted, *Handicapped Children, *Instructional Materials

References selected from Exceptional Child Education Abstracts and pertaining to instructional materials for exceptional children, both handicapped and gifted, are listed in the annotated bibliography, which is one in a series of over 50 similar listings concerning exceptional children. For each of the 43 entries, bibliographic data, availability information, indexing and retrieval descriptors, and an abstract are given. Also provided are author and subject indexes.

References include texts, journal articles, bibliographies, resource guides, and other publications. (KW)

ED 053 519 EC 033 022
Directories of Services and Facilities: Exceptional Child Bibliography Series.

Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
 Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
 Pub Date Feb 71
 Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Bibliographies, *Directories, Educational Programs, *Exceptional Child Services, Facilities, *Handicapped Children, *Services

Contained in the annotated bibliography, which is one of a series of over 50 similar selected bibliographies dealing with exceptional children, both handicapped and gifted, are 50 references to directories of services and facilities for exceptional children. Covered are such services and facilities as clinics, camping programs, special classes and schools, day care programs, medical services, agencies, and residential programs. Entries were selected from Exceptional Child Education Abstracts, and bibliographic data, availability information, indexing and retrieval descriptors, and an abstract are given for each entry. Subject and author indexes to the bibliography are provided. (KW)

ED 053 520 EC 033 023
Gifted and Creativity Research: Exceptional Child Bibliography Series.

Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
 Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
 Pub Date Feb 71
 Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Bibliographies, *Creativity, Creativity Research, *Exceptional Child Research, *Gifted, Research Projects

Contained in the annotated bibliography are 73 references to research dealing with creativity and gifted children. Research covers such aspects as academic achievement, cognitive processes, creative thinking, individual characteristics, personality, student attitudes, teaching methods, testing, and program evaluation. The bibliography is one in a series of over 50 similar listings on handicapped and gifted children. For each of the entries, which were selected from Exceptional Child Education Abstracts, bibliographic data, availability information, indexing and retrieval descriptors, and an abstract are given. Also provided are author and subject indexes. (KW)

ED 053 521 EC 033 024
Trainable Mentally Handicapped - Programs: Exceptional Child Bibliography Series.

Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
 Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
 Pub Date Feb 71
 Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Bibliographies, Curriculum, *Exceptional Child Education, Mentally Handicapped, *Trainable Mentally Handicapped

Contained in the annotated bibliography are 58 references to texts, journal articles, program and curriculum guides, teaching guides, and other literature related to programs for trainable mentally retarded children. The bibliography is one in a series of over 50 similar listings on handicapped and gifted children. Such topics as curriculum, instructional materials, language development, program planning, self care skills, teaching methods, vocational education, and many others are covered. For each of the references, which were selected from Exceptional Child Education Abstracts, bibliographic data, availability information, indexing and retrieval information, and an abstract are given. Author and subject indexes are provided. (KW)

ED 053 522 EC 033 025
Trainable Mentally Handicapped - Research: Exceptional Child Bibliography Series.

Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
 Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
 Pub Date Feb 71
 Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Bibliographies, *Custodial Mentally Handicapped, *Exceptional Child Research, Mentally Handicapped, Research Projects, *Trainable Mentally Handicapped

Listed in the annotated bibliography, one of a series of over 50 similar selected bibliographies on exceptional (both handicapped and gifted) children, are 78 references to research dealing with the trainable and custodial mentally retarded. The research treats such subjects as behavior modification, use of reinforcement and operant conditioning, teaching methods, testing, and various aspects of child development. For all entries, which were selected from Exceptional Child Education Abstracts, bibliographic data, availability information, indexing and retrieval descriptors, and an abstract are given. Also provided are an author index and a subject index. (KW)

ED 053 523 EC 033 027

Quay, Herbert C. Glavin, John P.
The Education of Behaviorally Disordered Children in the Public School Setting. Interim Report.

Temple Univ., Philadelphia, Pa.
 Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
 Bureau No—BR-6-2063

Pub Date Oct 70

Grant—OEG-3-6-062063-1559(032)

Note—113p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academic Achievement, *Behavior Change, Behavior Problems, *Cost Effectiveness, Educational Programs, *Emotionally Disturbed, *Exceptional Child Research, Reinforcement

Identifiers—*Resource Rooms

To develop and evaluate methods and techniques for the utilization of the principles of behavior modification in the education of behaviorally disordered children in the public schools, eight boys (ages 7 1/2 to 10 1/2, IQ range 84 to 116) constituted an experimental special class group. Their program emphasized bringing under control deviant social behaviors through reinforcement and time out periods. Academic gains were not satisfactory after 1 year, and the program was expanded and revised to place more stress on academic progress. Evidence was found that the second year's program was more effective in modifying conduct and in increasing academic achievement. Research was also done in resource rooms, showing this arrangement to have advantages suggesting greater cost-efficiency than the special class, and in fact resource rooms using behavior modification techniques were found to be the most cost effective, currently available method for the treatment of behavior problem children in public schools. (RJ)

ED 053 524 EC 033 028

Rickert, Devoe C. Morrey, James G.
Parent Training in Precise Behavior Management with Mentally Retarded Children. Final Report.

Utah State Univ., Logan.
 Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
 Pub Date Jan 70

Grant—OEG-8-9-542135-2023(032)

Note—80p.; Project No. 9-H-016

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Change, Child Rearing, *Exceptional Child Research, *Mentally Handicapped, *Parent Education, *Parent Role, *Precision Teaching

The purpose of the study was to explore the effect on parents and children of training parents in the use of the precision teaching approach to behavior modification in an effort to increase their ability to manage retarded children at home. During a 10-week training period, parents learned the modification procedure evolved by Ogden Lindsley and were successful in managing behavior. Of the 20 families who attended the first group meeting, only six attended more than two sessions although 10 others offered what

were considered to be good reasons for discontinuance. Individual case studies are cited which reveal the immediacy of the changes in most instances, and tables and graphs report this information. Projects that were only marginally significant or not amenable to statistical evaluation are also included. Conclusions were that parents can be trained in precise behavioral management and can become independent and creative in its use. Recommendations concern reduction of attrition rate, simplified rate data forms, and use of a specific text. (RJ)

ED 053 525

EC 033 029

Ayres, A. Jean
Abstract of Research Project Sensory Integrative Processes and Learning Disorders.

University of Southern California, Los Angeles.

Pub Date May 71

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Exceptional Child Research, *Learning Difficulties, *Learning Disabilities, *Sensory Integration

To further clarify the nature of sensory integrative dysfunction, 148 public school children (mean age 92.6, mean IQ 96.5) with learning disorders were first given a battery of sensorimotor, psycholinguistic, and cognitive tests, and factors were extrapolated. The test scores were also employed to generate step-wise regression equations predicting the reading and the total scores of the Wide Range Achievement Test. Experimental and control groups were set up, with the experimental group receiving remedial activity to enhance sensory integration for 25 to 40 minutes per day, 5 days a week, for a period of not less than 5 months. Post-testing of the remaining 128 children occurred 1 year later, and the subjects were divided into groups with generalized dysfunction or auditory-language deficits. Results showed that academic gains may have been related to enhanced sensory integration. The experimental group showed an increased ability to blend sounds and auditorily to remember and reproduce a sequence of numbers. Indications were that the learning disabled child may be helped by a program designed to enhance sensory integration, especially through brain stem mechanisms. (RJ)

ED 053 526

EC 033 030

Ellis, Norman R., Ed.
International Review of Research in Mental Retardation. Volume 5.

Pub Date 71

Note—408p.

Available from—Academic Press, Inc., 111 Fifth Avenue, New York, New York 10003 (\$17.00)

Document Not Available from EDRS.

Descriptors—Behavior Change, Drug Therapy, Educable Mentally Handicapped, *Exceptional Child Research, Medical Research, Memory, *Mentally Handicapped, Mongolism, Paired Associate Learning, Reinforcement, *Research Reviews (Publications), Stimulus Behavior

Identifiers—Germany

The stated purpose of the text is to review and interpret current behavioral research in mental retardation (including that done abroad) and to provide a forum for theories and new approaches. Eight chapters by different authors focus on the following subjects: medical-behavioral research; recognition memory: a research strategy and summary of initial findings; an overview of operant procedures in the laboratory; methodology of psychopharmacological studies; process variables in paired-associate learning; sequential dot presentation measures of stimulus trace in retardates and normals; cultural-familial retardation; and the emphasis on structure in German theory and research. The editor summarizes the areas most frequently researched as well as those most often neglected. (RJ)

EM

ED 053 527

EM 009 020

Oringel, Robert S.
Audio Control Handbook For Radio and Television Broadcasting. Third Revised Edition.

Pub Date 70

Note—154p.; Library of Communication Techniques

Available from—Hastings House, Publishers, Inc.,
10 East 40th Street, New York, N.Y. 10016
(\$7.95)

Document Not Available from EDRS.

Descriptors—*Audio Equipment, Broadcast Industry, Electronic Equipment, Equipment Maintenance, *Facility Requirements, Glossaries, Microphones, Phonograph Records, Phonotape Recordings, *Production Techniques, *Radio, Sound Effects, Tape Recorders, Tape Recordings, *Television, Textbooks

Audio control is the operation of all the types of sound equipment found in the studios and control rooms of a radio or television station. Written in a nontechnical style for beginners, the book explains thoroughly the operation of all types of audio equipment. Diagrams and photographs of commercial consoles, microphones, turntables, and tape recorders illustrate the text. Also covered are the care of records and tapes, tape editing, and "patching" (bypassing equipment which breaks down when a program is on the air). The use of playbacks and of microphones and the placement of equipment in the studio are discussed in detail. The procedures to be followed when a program is on the air, including the cues and hand signals the audio control man uses, are covered through example and photograph. The Federal Communications Commission's rules and regulations pertaining to audio control operators are listed. A glossary and index make the handbook a useful reference as well as textbook. (JK)

ED 053 528

EM 009 024

Millerson, Gerald

The Technique of Television Production. Revised Edition.

Pub Date 70

Note—440p.; Communication Arts series

Available from—Hastings House, Publishers, Inc.,
10 East 40th Street, New York, N.Y. 10016
(\$13.50, paperback, \$7.20)

Document Not Available from EDRS.

Descriptors—Audio Equipment, Color Television, Films, Graphic Arts, Photocomposition, *Photography, *Production Techniques, Sound Effects, Sound Tracks, Special Effects, *Television, Television Lighting, Television Lights, Theater Arts, *Video Equipment

In discussing the technical aspects of television production, this book covers both equipment and techniques used in these areas: camera, lighting, sound, settings, and make-up. Composition of images according to camera movement, placement of subjects, editing, and aural composition are also covered. Steps in the technical planning of a telecast such as camera positions, sound pick-up arrangements, lighting, rehearsal procedures, cueing systems, and prompting are discussed. The book emphasizes that the appeal of television lies in its immediacy and intimacy, and so, for production techniques to capitalize on these aspects of the medium, production treatments involving sound and visual images must be fully thought out. Visual and aural effects, along with the conventions and innovations which produce them, are fully described. There is also a special section on color television production. The discussions are fairly technical. Small diagrams and illustrations augment the text. (JK)

ED 053 529

EM 009 028

Quaal, Ward L. Martin, Leo A.

Broadcast Management: Radio; Television.

Pub Date 71

Note—251p.; Studies in Media Management series

Available from—Hastings House, Publishers, Inc.,
10 East 40th Street, New York, N.Y. 10016
(\$8.95, paperback, \$5.60)

Document Not Available from EDRS.

Descriptors—Audiences, *Broadcast Industry, Business Administration, Commercial Television, Engineering Technicians, Federal Legislation, Management, Managerial Occupations, *Personnel Management, Production Techniques, *Programming (Broadcast), *Radio, *Television

Identifiers—Federal Communications Commission
After outlining the qualities necessary in a good radio or television manager, the book describes his duties which fall in three major areas: programming, engineering, and sales. It discusses the relationship between the station and its audience in detail. Sections on radio and

television programming describe the way most stations operate and suggest a few guidelines for achieving a desirable format. Relationship of the manager to the broadcast engineer and other personnel is explored, and the importance of a good sales force to sell commercials is stressed. The emphasis in this book is on three main themes: Practical considerations in managing a station, the active role of the manager in running day-to-day operations, and compliance with Federal Communications Commission regulations. A full chapter is devoted to the latter theme, and it is mentioned frequently throughout the book. (JK)

ED 053 530

EM 009 029

Hilliard, Robert L., Ed.

Radio Broadcasting: An Introduction to the Sound Medium.

Pub Date 70

Note—190p.; Communication Arts series

Available from—Hastings House, Publishers, Inc.,
10 East 40th Street, New York, N.Y. 10016
(\$6.95, Paperback, \$4.40)

Document Not Available from EDRS.

Descriptors—Audio Equipment, *Broadcast Industry, Employment Opportunities, Journalism, Management, Microphones, News Media, *Production Techniques, *Programming (Broadcast), *Radio, Scripts, Theater Arts, Writing

Intended as a basic text for the student, teacher, or professional, this book covers several major aspects of broadcasting. The section on programming suggests ways to capture the audience desired by the station. Job functions of studio personnel are explored. Operating and studio facilities, including microphones, tape recorders, records, turntables, and sound effects equipment, are described briefly and illustrated with photographs. The philosophy, place, and application of producing and directing musical programs, variety shows, news, features, and public service entertainment are examined in detail. Discussions of the Kennedy assassination and Pope Paul's visit to New York from a broadcaster's angle serve as examples of radio news coverage. Writing for radio commercials, documentaries, special events and features, and a variety of other formats is described. Voice production and microphone techniques are explained, and the job opportunities for radio performers are outlined. (JK)

ED 053 531

EM 009 048

Homes, Fred C.

Development and Evaluation of an Automated Assembly Language Teacher.

Texas Univ., Austin. Computer-Assisted Instruction Lab.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—TR-3

Pub Date May 70

Note—240p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Comparative Analysis, *Computer Assisted Instruction, Computer Programs, *Computer Science Education, Conventional Instruction, *Course Evaluation, Curriculum Development, Formative Evaluation, Input Output Devices, Instructional Design, *Programming, *Programming Languages, Student Attitudes, Summative Evaluation

Identifiers—ELASTIC, *Expandable Language Aiding Student Instruction

A programming language called ELASTIC (Expandable Language for Aiding Student Instruction in Computing) has been developed which incorporates many of the basic features and concepts of a typical assembly language. ELASTIC was designed for use in a computer-assisted instruction (CAI) undergraduate course in computer programming and was written in a version of FORTRAN. It has a modular design and is suitable for a batch-process time-shared computer facility. A prototype (CAI) course to teach ELASTIC was developed. A formative evaluation of the course resulted in the addition of facilities for processing student responses, removal or clarification of ambiguous statements, and expansion of curriculum dealing with programming techniques and procedures. The revised instructional program underwent a summative evaluation in which the CAI course was compared with a lecture course and the batch-processing mode was compared with the use of a teletype. Among the results of this evaluation were that CAI groups completed the course instruction twice as fast as the lecture

groups and that members of the CAI/teletype group ran a far greater number of jobs through the computer than did students in any other group. Supplementary information about the instructional program and about ELASTIC is appended. (JY)

ED 053 532

EM 009 050

Judd, Wilson A. And Others

An Investigation of the Effects of Learner Control in Computer-Assisted Instruction Prerequisite Mathematics (MATHS).

Texas Univ., Austin. Computer-Assisted Instruction Lab.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—TR-5

Pub Date Nov 70

Note—71p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Mathematics, *Computer Assisted Instruction, *Course Evaluation, *Individualized Instruction, Input Output Devices, *Remedial Mathematics, Student Attitudes

MATHS is a computer-assisted instruction (CAI) course in remedial mathematics for college level students. The course offers tutorial help in the areas of exponentiation, logarithms, and dimensional analysis, and drill in a number of basic mathematical skills. An attempt was made to allow the student to control his own course of study when using the program. To validate this approach, an experiment was conducted which separated students into five groups, each with different degrees of control over the course flow. An evaluation of course effectiveness and student attitudes was undertaken at the same time. It was concluded that the program is an effective instructional experience for the students who participated and that student attitudes concerning the program are generally favorable. In the area of student control, the results suggest that if students are to be given the option of deciding whether or not to enter a particular instructional segment, they should also be given control options within the instructional segment. If this is not the case, there is a tendency for students who need the instruction to avoid entering the instructional segment. Increased student control failed to improve student attitudes concerning the program. (JY)

ED 053 533

EM 009 051

Boessenroth, Theodore And Others

Engineering Operational CAI.

Texas Univ., Austin. Computer-Assisted Instruction Lab.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—TM-1

Pub Date Oct 70

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication Problems, *Computer Assisted Instruction, Curriculum Development, *Flowcharts, Programmers, *Programming, Programming Languages, *Programming Problems

If a course using computer-assisted instruction (CAI) is to follow the author's philosophy and design, it is important that communication between author and coder be explicit. Here, a set of definitions and flowcharts are presented which allow an author to describe precisely to the coder alternate choices which a student using the program may make. By using these sample definitions and flowcharts, it is possible for author and coder to communicate clearly. The second part of this document describes an effective collaboration between author and coder in developing a course in mathematics fundamentals. Close contact between them produced consistency of approach and product. However, turnover of staff and deadline pressure made it difficult to maintain this close contact. The staff nevertheless felt such contact is desirable. (JK)

ED 053 534

EM 009 056

Siklosy, Laurent

Topics in CAI: Information Transfers and Review.

Paper I: Control and Feedback in the Environment of a Computer Tutor. Paper II: Review in CAI: The Problem and an Implemented Solution.

Texas Univ., Austin. Computer-Assisted Instruction Lab.

Spons Agency—Texas Univ., Austin. Computation Center.; Texas Univ., Austin. Electronics Research Center.

Pub Date Mar 71

Note—45p.; Paper I, to be presented at the International Symposium of the American Society for Cybernetics (4th Annual, Washington, D.C., October, 1971).

EDRS Price MF-\$8.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, Computer Science, Educational Diagnosis, *Feedback, *Instructional Design, *Interaction, Learning Processes, *Review (Reexamination).

Two papers are included in this report. "Control and Feedback in the Environment of a Computer Tutor" investigates some control and feedback properties of a tutorial environment comprised of a student, his computer tutor, and the designer of the computer tutor. Three classes of computer tutor are described: rigid, generative, and knowledgeable. These classes are distinguished by an increase of the interactions among tutor and student and a decrease of the control of the tutor over the tutorial environment. Full partnership between tutor and student could be achieved with the help of programs that understand natural language. "Review in CAL: The Problem and an Implemented Solution" discusses review of material, which is made necessary by human memory loss. The computer tutor that incorporates review is built around performance programs that know what the student is to learn, generator programs that generate problems the student must learn to solve, and extensive diagnostic programs that guide the tutor in his interaction with the student. Borrowing compiler-writing techniques, a multi-level system for review has been implemented that avoids extra coding and repetition of material in identical form. (Author/JK)

ED 053 535

EM 009 087

Roberts, Martin

Video Cassettes: The Systems, the Market, the Future.

Roberts (Martin) and Associates, Inc., Beverly Hills, Calif.

Pub Date 71

Note—153p.

Available from—Martin Roberts and Associates, Inc., P.O. Box 5128, Beverly Hills, California 90210 (\$12.50)

Document Not Available from EDRS.

Descriptors—*Directories, Equipment Manufacturers, Holography, *Performance Specifications, *Television, *Video Cassette Systems, *Video Equipment, Video Tape Recordings

In its survey of the videocassette field, this book details the background, current status, problems, and potentials of the various systems designed to record and reproduce films and other audiovisual material through a conventional television set. The systems used by CBS (a miniaturized film format), Avco, Sony, Ampex (all magnetic tape formats), RCA (a system using holograms), Technicolor and MPO Videotronics (super 8 film cartridges), and Teldec (a video-disc system) are described in some detail. An assessment of the potential market and future applications of the medium is presented. For instance, it is felt that the first wave of use, because of system costs, will come from industry and the schools. A videocassette directory provides a thumbnail sketch of the plans of a cross section of the companies, both domestic and foreign, which have announced that they will participate actively in the manufacture, promotion, or utilization of the audiovisual cartridge. Three updated supplements will be made available to the purchasers of this book at no extra cost. (JY)

ED 053 536

EM 009 102

Gunselman, Marshall

What Are We Learning About Learning Centers? Oklahoma Christian Coll., Oklahoma City.

Spons Agency—Easo Education Foundation.

Pub Date 71

Note—213p.

Available from—Eagle Media, Inc., Oklahoma Christian College, Oklahoma City, Oklahoma 73111 (\$2.00)

Document Not Available from EDRS.

Descriptors—*Audiovisual Centers, Autoinstructional Laboratories, Building Design, College Buildings, *College Instruction, *Conference Reports, Cost Effectiveness, Costs, Educational Equipment, Educational Facilities, *Individual-

ized Instruction, Instructional Materials, Instructional Materials Centers, Instructional Television, Program Evaluation, *Resource Centers, Teaching Methods

This is a collection of speeches, reports, and discussions from a symposium at Oklahoma Christian College in March, 1971, which concerned the use of learning centers, particularly at the college level. Participants agreed that learning centers are an efficient way of giving large numbers of students personalized instruction and allowing them to proceed at their own pace. Other reports discuss specific aspects of learning centers. Possible ways of evaluating the effect of a learning center, using standardized tests and other measurements, are suggested. Factors to be considered in designing a center, including flexibility and economy, are discussed. Other topics are equipping the center with hardware and software. Although software materials are not yet extensive, sources for obtaining them are indicated. Concerning the cost of this type of instruction, one college's experience showed that simply adding a learning center to traditional instruction did increase costs. But if traditional (and perhaps ineffective) instruction is altered, learning centers can take on a role which lowers cost of instruction. Reports of the operation of nine learning centers supplement the discussion. (JK)

ED 053 537

EM 009 103

Bending, C. W.

Communication and the Schools.

Pub Date 70

Note—311p.

Available from—Pergamon Press, Inc., Maxwell House, Fairview Park, Elmsford, New York 10523 945.50

Document Not Available from EDRS.

Descriptors—*Audiovisual Aids, *Audiovisual Instruction, *Communication (Thought Transfer), *Communication Problems, Concept Formation, Concept Teaching, Discovery Learning, *Information Theory, Instructional Television, Language Aids, Reading Instruction, *Teaching Methods, Verbal Stimuli

A review of the models of communication suggests that the most complex model, in which a hearer is constantly bombarded by stimuli and must form his own interpretation of them, is most adequate. In the schools communication is often impeded because a teacher does not fully explain his meaning to the students. Such is the case even in so elementary an example as when a teacher says "elm," and the child, who has no conception of an elm, pictures any kind of tree he can think of. A well-planned, thorough use of audiovisual aids can alleviate this problem by showing precisely what the teacher has in mind. Discussions of the use of interpretive aids (chalkboards, overhead projectors, etc.), recorded speech, television, and sound film illustrate this thesis. Criteria which the teacher should keep in mind in choosing audiovisual aids are a main focus of the discussion. A secondary thesis is that the "discovery" method of instruction will not work unless the situation is sufficiently structured so that students have a good idea of what they are to "discover." (JK)

ED 053 538

EM 009 105

Wittich, Walter A., Ed. And Others

Educators Guide to Free Tapes, Scripts, and Transcriptions. Eighteenth Edition.

Pub Date 71

Note—183p.

Available from—Educators Progress Service, Inc., Randolph, Wisconsin 53956 (\$7.75)

Document Not Available from EDRS.

Descriptors—Accident Prevention, Aerospace Technology, Audiovisual Aids, Business Education, *Catalogs, Clubs, Environmental Education, Fine Arts, Guidance, Health Education, Home Economics, Industrial Education, Language Arts, *Magnetic Tape Cassettes, Media Selection, Religion, Safety Education, Sciences, *Scripts, Social Problems, Social Studies, *Tape Recordings, Transportation, *Video Tape Recordings

This compendium lists 442 tapes, scripts, and transcriptions which are available free of cost to schools and libraries. Of these titles, 259 are new this year. Forty-one of the titles may be kept permanently by the user. Cassettes and videotapes are included in this edition for the first time. The items are listed by topics: accident prevention and safety, aerospace education, business educa-

tion, clubs and hobbies, communication and transportation, environmental education, fine arts (art and handwork, music), guidance, health and physical education, home economics, industrial education, language arts (drama, foreign languages, literature, and speech), religion, science (general science, nature study), social problems, and social studies (citizenship, geography, history, and world affairs). For each item a synopsis and running time is given. Items are also indexed by title and subject. Complete ordering information, including transportation charges, retention period, availability, and distribution policy, is provided. (JK)

ED 053 539

EM 009 106

Emery, Walter B.

Broadcasting and Government; Responsibilities and Regulations.

Pub Date 71

Note—569p.

Available from—Michigan State University Press, P.O. Box 550, East Lansing, Michigan 48823 (\$12.50)

Document Not Available from EDRS.

Descriptors—Agency Role, *Broadcast Industry, Cable Television, *Commercial Television, *Federal Legislation, *Government Role, Guidelines, Mass Media, Programming (Broadcast), *Radio, Radio Technology, Telecommunication, Television

Identifiers—Communications Act of 1934, FCC, *Federal Communications Commission

The role of governmental agencies in the control of wire and radio communication, especially broadcasting, is explained. A major portion of the book concerns the broadcast spectrum, its character and utility for communications, and the technical rules which govern the allocation of radio frequencies and their use by various classes of stations, e.g. AM and FM, as prescribed by the Federal Communications Commission (FCC). The book also deals with regulation: Governmental requirements which must be met to get a license, responsibilities which must be assumed, and conduct which must be avoided in order to keep a license. In addition to the regulatory history of toll television and cable television, new policies and court decisions relating to the "fairness doctrine," the definition of obscenity in programming, regulatory trends toward monopolistic practices, diversification and divestiture of station ownership, and new guidelines for license renewals are covered. The Communications Act of 1934 and recent amendments are reproduced, and the history of the FCC is covered. (JK)

ED 053 540

EM 009 115

Ohlman, Herbert

Communication Media and Educational Technology: An Overview and Assessment with Reference to Communication Satellites.

Washington Univ., St. Louis, Mo.

Spons Agency—National Aeronautics and Space Administration, Washington, D.C.

Report No.—R-T-71-1

Pub Date May 71

Note—252p.; Program on Application of Communications Satellites to Educational Development; Thesis submitted to the Sever Institute of Washington University

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Airborne Television, *Communication Satellites, Computer Assisted Instruction, Computer Output Microfilm, Dial Access Information Systems, Display Systems, *Educational Development, *Educational Technology, Electronic Equipment, Facsimile Communication Systems, *Information Dissemination, Input Output Devices, Instructional Materials, Instructional Systems, *Instructional Television, Library Circulation, Microforms, Telecommunication, Telephone Communication Systems

Identifiers—Education Satellite, EDUSAT, Midwest Program on Airborne Television Instruction, MPATI

In this survey and analysis of the present state and future trends of communication media and educational technology, particular emphasis is placed on the potential uses of communication satellites and the substitution of electronic transmission for physical distribution of educational materials. The author analyzes in detail the characteristics and applications of technology which might be utilized in such an educational communication satellite system, giving detailed

descriptions of still-picture television (in which the full-motion capability of television is given up in favor of bandwidth conservation and greater program diversity), of computer-assisted instruction (CAI), computer-controlled instructional television CAI systems, and interactive graphic display systems. In discussing the complex trade-offs between communications and transportation in the delivery of educational materials, he examines the potential of such technologies as facsimile transmission and computer output microfilm for delivering printed materials, and he suggests such wired-communication devices as Picturephone, cable television, cassette, and disc program storage systems for non-print media. He outlines in qualitative terms how such media and technologies might be utilized in a satellite-based multipurpose educational service. [The author of this survey requests that this presentation not be offered to the users in hard copy.] (JY)

ED 053 541 EM 009 120
Eguchi, H., Ed. *Ichinohe, H., Ed.*

International Studies of Broadcasting; With Special Reference to the Japanese Studies.

Japan Broadcasting Corp., Tokyo. Radio and Television Culture Research Inst.

Spons Agency—Japan Broadcasting Co., Tokyo

Pub Date 71

Note—301p.

Available from—Radio and Television Culture Research Institute, Nippon Hoso Kyokai, 1-10, Atago-cho, Shiba, Minato-Ku, Tokyo, 105, Japan

Document Not Available from EDRS.

Descriptors—Audiences, *Broadcast Industry, Mass Media, Media Research, Political Influences, Public Affairs Education, Public Opinion, Research, Research Methodology, Research Needs, *Television, *Television Research, *Television Viewing

Identifiers—Canada, Germany, Great Britain, Japan, NHK, Nippon Hoso Kyokai, Scandinavia, United States

A set of 10 articles which first appeared in the Japanese periodical "Studies in Broadcasting" comprises this collection. Of the four essays dealing with Japan, one covers the historical changes in its broadcasting policies, treats the legal character of the Japanese public broadcasting company (Nippon Hoso Kyokai), and also reports on the social and economic status of broadcasting in Japan. The other three cover policies governing program selection and production, the effect of mass communication on voting behavior, and recent research on the effect of television viewing on children. The remaining articles summarize the techniques, trends, and areas of emphasis in broadcasting research in the United States, Canada, France, Germany, Great Britain, and Scandinavia. (JK/JY)

ED 053 542 EM 009 121

Youden, W.W.

Computer Literature Bibliography 1946 to 1963.

National Bureau of Standards (DOC), Washington, D.C. Inst. for Applied Technology.

Spons Agency—Department of Commerce, Washington, D.C.

Report No.—NBS-MP-266

Pub Date 31 Mar 65

Note—463p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (1966-0-796-980, \$3.75)

Document Not Available from EDRS.

Descriptors—Analog Computers, Artificial Intelligence, Automatic Indexing, Automation, *Bibliographies, *Books, Computer Assisted Instruction, Computer Programs, *Computers, *Computer Science, Cybernetics, Data Bases, Data Processing, Digital Computers, Display Systems, Input Output, On Line Systems, Optical Scanners, *Periodicals, Programming, Programming Languages

Over 6,100 references are contained in this bibliography of computer literature published from 1946 to 1963. The full title and all of the authors of every article published in 9 journals, 21 books, and over 100 proceedings are included. No articles from other sources are included. The books selected are those that have chapters by individual authors, as such chapters are not normally indexed in most libraries. Articles are listed under the publication in which they appeared. The title of the publication, the publisher, year of publication, and the library of Congress classifica-

tion and catalog card number are given. For proceedings, the location and date of the meeting is noted. A key-word-in-context index can be used to find an article if any part of its title is known or to find all articles whose titles include a particular word or phrase. An author index lists all authors of each article, but does not indicate whether an individual is the sole author of the article. For work published between 1964-67 see EM009122. (JY)

ED 053 543 EM 009 122

Youden, W.W.

Computer Literature Bibliography; Volume 2, 1964 - 1967.

National Bureau of Standards (DOC), Washington, D.C. Inst. for Applied Technology.

Spons Agency—Department of Commerce, Washington, D.C.

Report No.—NBS-MP-309

Pub Date Dec 68

Note—381p.; To accompany NBS Miscellaneous Publication 266, EM009121

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (1968-0-322-559, \$5.00)

Document Not Available from EDRS.

Descriptors—Analog Computers, Artificial Intelligence, Automatic Indexing, Automation, *Bibliographies, *Books, Computer Assisted Instruction, Computer Programs, *Computers, *Computer Science, Cybernetics, Data Bases, Data Processing, Digital Computers, Display Systems, Input Output, On Line Systems, Optical Scanners, *Periodicals, Programming, Programming Languages

In this second volume of a two-volume bibliography of computer literature approximately 5,200 references from 1964 to 1967 are listed. The full title and the names of all the authors of articles published in 17 journals, 20 books, and 43 conference proceedings are given. In addition, references to all items that were reviewed in the Institute of Electrical and Electronics Engineers (IEEE) Transactions on Electronic Computers have been included. Publications are listed in alphabetical order by an assigned acronym. Within each acronym, the references are listed in year, issue number, and page number sequence. For each publication the bibliography gives the title, name of publisher, year of publication, Library of Congress classification and catalog card number, and, for proceedings, the location and date of the meeting. A key-word-in-context index provides a means of locating an item if any part of its title is known. An author index lists all authors of each item, but does not indicate whether an individual is its sole author. For volume one, which covers the period 1946-1963, see EM009121. (JY)

ED 053 544 EM 009 123

Klein, H. Arthur

Holography.

Pub Date 70

Note—192p.; Introducing Modern Science series

Available from—J. B. Lippincott Company, East Washington Square, Philadelphia, Pennsylvania 19105 (\$4.95)

Document Not Available from EDRS.

Descriptors—Electrooptics, *Holography, *Lasers, Light, *Media Technology, Optics, Photographs, Reprography, *Science History, *Scientific Concepts

Identifiers—*Gabor (Dennis)

Holography is a process which numbers among its many applications the creation of holograms—unique three dimensional photographs that show spatial relations and shifts just as they exist in reality. This book recounts the history of holography, tracing its development from Euclid's theory of light rays through Huygens' theory of wave motion to Grimaldi's discovery of diffraction. It describes the discoveries of Dr. Thomas Young and Augustin Fresnel which established the existence of the property of light known as "interference." The work of Dennis Gabor, who more than any other man was the discoverer of holography, is examined in detail, and the classic experiments of G. L. Rogers, Paul Kirkpatrick, and Albert Baez are described. An explanation of the role of side looking radar and lasers in producing a hologram completes the historical review. The book also describes the techniques currently used to produce holograms, and it explores the ways in which the holographic process is used in industry to detect subtle motion and

distance changes. Concluding chapters detail the most current experiments with the holographic process and discuss future applications of the technique. (JY)

ED 053 545

EM 009 124

Meer, Ellen C.

Audio-Visual Media and the Disadvantaged Child. National Council for Educational Technology, London (England).

Report No.—WP-3

Pub Date 70

Note—97p.

Available from—Councils and Education Press Ltd., 10 Queen Anne Street, London W1M 9LD England (\$1.75)

Document Not Available from EDRS.

Descriptors—*Audiovisual Aids, Audiovisual Instruction, Cultural Factors, Culturally Disadvantaged, Disadvantaged Environment, *Disadvantaged Youth, English (Second Language), Immigrants, Language Development, Language Enrichment, Language Handicaps, *Language Instruction, *Learning Characteristics, Limited Experience, Rural Youth, Teaching Methods

Since a child's performance in school is closely correlated with his previous linguistic experience and since deprived children are likely to need language enrichment, technological aids can help in children's language development. They present language in action in meaningful situations which can be shown visually along with the sound. They can provide for the kind of repetition that children enjoy and can individualize the linguistic experience. Immigrant children have difficulty in understanding both English language and British life. Technology can improve their vocabulary and also present situations from life that they can understand. Although joint use of visual and auditory aids is profitable, it is necessary to discover whether children understand the pictures. Educational media such as televised instruction, tape recordings, and records also are helpful in widening the experience of children in rural areas. (JK)

ED 053 546

EM 009 125

Hill, Edward Jr.

The On Line Modeling System. Part One, General Discussion. Part Two and Part Three, Programmers' Reference Manual.

National Institutes of Health, Bethesda, Md. Div. of Computer Research and Technology.

Pub Date Apr 71

Note—211p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Biology, Computer Graphics, *Computer Programs, *Manuals, *Medicine, Models, *On Line Systems, Programming Languages

Identifiers—OLMS, *On Line Modeling System

An On-Line Modeling System (OLMS) which should be particularly useful to the biomedical community is described which utilizes a process called "overlying" to simplify loading and executing programs. OLMS has been constructed and implemented as an interpreter; that is, a program that translates and then executes each source statement in sequence where these two operations follow each other in close time proximity. It has been written so that it can be run under the IBM S/360 and the PDP-10 operating systems, but has been implemented only on the PDP-10. OLMS operates from a command language that is executed interpretively through a set of closed subroutines. The user may run a job, save data, get data, and display data. While his program is running, he can access the whole memory. This report consists of a description of OLMS and programmer's reference manuals for both the OLMS graphical system and OLMS. (JY)

ED 053 547

EM 009 126

Eder, Michael D.

A Study of the Effectiveness of the Videotape Recorder With and Without Modeling in the In-Service Training of Teachers.

Maryland Univ., College Park. Coll. of Education.

Pub Date 71

Note—125p.; Thesis submitted to the School of Education of the University of Maryland

Available from—Dr. Michael D. Eder, Department of Administration, Supervision and Curriculum, College of Education, University of Maryland, College Park, Md. 20740

Document Not Available from EDRS.

Descriptors—Academic Rank (Professional), Age Differences, Inservice Teacher Education, *Language Teachers, *Microteaching, Sex Differences, Teacher Experience, Teaching Methods, *Teaching Models, *Video Tape Recordings, Vocabulary Skills

A study was conducted to determine whether the use of a model enhances the effectiveness of videotape recorded microteaching sessions in changing the behavior of in-service foreign language teachers. The subjects of the experiment were divided into four groups: men teachers of Spanish, women teachers of Spanish, men teachers of French, and women teachers of French. The experimental groups saw a ten-minute videotaped demonstration of a suggested method for teaching vocabulary. The control group did not see the demonstration. Teachers in both groups participated in a videotaped microteaching session. The teachers were subsequently observed to see if they altered their teaching style. It was found that the use of videotape recording with a model is significantly more effective than the use of videotape without a model in producing desired changes in teaching behavior. Some secondary findings concerning the interaction effects between sex and each of the other three factors of age, experience, and academic preparation indicate possible areas for further research. (JY)

ED 053 548

EM 009 127

Hansen, Duncan N. And Others

Annual Progress Report; January 1, 1970 through December 31, 1970.

Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.

Spons Agency—Office of Naval Research, Washington, D.C.

Pub Date 31 Mar 71

Note—42p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Abstracts, Anxiety, Automatic Indexing, *Computer Assisted Instruction, *Computer Oriented Programs, Curriculum Development, Educational Psychology, Intermode Differences, Learning Processes, Learning Theories, Programming Languages, *Research Projects, Special Education, Teacher Education, Teaching Models

Research and development activities of the Computer-Assisted Instruction (CAI) Center at Florida State University during 1970 are summarized. The Office of Naval Research sponsored research in four areas: learner strategies, training strategies, validation strategies, and computer strategies. Topics subsumed under learner strategies include the effects of task variables such as rules, adaptive processes, the methodology of sequential testing to analyze behavior processes, and subjective organization factors in CAI learning. For each of the four strategies a rationale and direction for study are presented. Twenty-nine abstracts of publications in these areas are included. The center's progress in developing (1) a computer-managed instruction (CMI) program in special education; (2) a new elementary teacher training model, and (3) a program in graduate training in education is reported. Other activities described are a CMI course in educational psychology, CAI problem set activities in chemistry and physics, and the CMI approach to theories of learning. (JK)

ED 053 549

EM 009 128

Leherissey, Barbara L.

The Development of a Measure of State Epistemic Curiosity.

Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No.—TM-34

Pub Date 3 May 71

Note—51p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Anxiety, *Curiosity, *Learning Characteristics, *Measurement Instruments, Performance Factors, Psychological Evaluation, Psychological Patterns, *Psychometrics

A State Curiosity Scale (SCS) was developed to be a self-reporting measure of a student's level of specific epistemic curiosity aroused by learning materials. The state of epistemic curiosity was conceptualized as a transitory emotional or motivational condition of the student, the arousal

level of which was expected to vary across time, both with the nature of the specific learning task and the student's personality characteristics. A high curiosity state level has been found to overcome a high anxiety level and thus to improve the conditions for learning. In order to assess the reliability and validity of the SCS two empirical studies were conducted with undergraduate students. The results of these studies, along with other supporting evidence indicated that the SCS was potentially a valid measure of state curiosity. (JY)

ED 053 550

EM 009 129

Hansen, Duncan N. Johnson, Barbara F.

Measurement Techniques for Individualized Instruction in CAI.

Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No.—TM-35

Pub Date 15 May 71

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, Concept Formation, Cost Effectiveness, Course Evaluation, *Individualized Instruction, *Measurement Techniques, Multiple Regression Analysis, Simulation

Individualized instruction presents problems in measurement which challenge the conventional measurement paradigms. Measurement techniques must take into consideration the problems of item variance characteristics of computer-assisted instruction (CAI), idiosyncratic learning sequences, and lack of a model for effectiveness assessment. The strategies used at the Florida State University CAI Center focus on two major goals: measurement to provide information on priorities for revision within the CAI course materials and measurement to increase the effectiveness of the instructional process. Measurement techniques which are suited to evaluate three levels of course characteristics—microframe, concept segments within a CAI course effectiveness models—are described and foreseeable future trends are briefly discussed. (Author/JY)

ED 053 551

EM 009 130

Brown, Bobby R. And Others

An Investigation of the Effects of Two Types of Instructional Terminals in Computer-Managed Instruction.

Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No.—TM-36

Pub Date 15 May 71

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, Computer Science, Display Systems, Educational Technology, Error Patterns, *Input Output Devices, *Intermode Differences, Mnemonics, Programed Instruction

The findings of an experiment are reported in which 28 students taking a graduate level course in techniques of programed instruction were randomly assigned to either cathode ray tube (CRT) or teletype terminals. Results from the analysis of the final concept test data revealed that students performed equally well regardless of terminal device. Apparently the information load in the computer-managed instruction (CMI) system is sufficiently low to allow acceptable performance without the necessity for some form of memory support. The difference in error rate is interpreted to reveal a diminished effect of memory support on reducing errors. This effect of memory support has been found in cathode ray tubes using computer-assisted instruction (CAI) learning materials. The failure to find this effect in this study is probably due to the difference in CMI and CAI, i.e., CMI does not present instructional material that may require some form of memory aid for effective learning. The CRT group completed the units earlier than did the teletype group. (Author/JK)

ED 053 552

24

EM 009 133

Kolmos, Alfred S.

Effects of Instructional Media in Teaching Beginning Statistics in a Teacher Education Program. Final Report.

Wisconsin State Universities Consortium of Research Development, Stevens Point.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—WSU-CORD-28

Bureau No.—BR-6-2728-28

Pub Date Aug 69

Grant—OEG-3-6-062728-2129

Note—35p.

EDRS Price MF-\$0.45 HC-\$3.29

Descriptors—Audiovisual Aids, *Autoinstructional Aids, Carrels, *Comparative Analysis, *Conventional Instruction, *Phonotape Recordings, *Slides, Tape Recordings, Teacher Education, Teaching Methods

A self-instructional program for teaching elementary descriptive statistics was developed. The program consisted of 35 mm. slide-and-tape presentations of twenty half-hour lessons. To test the effectiveness of this approach, students majoring in elementary education were divided into four treatment groups. One group used the self-instructional program on their own in a study carrel. A second group used the program in a study carrel supplemented by mandatory attendance at a 30-minute laboratory session scheduled once a week. A third treatment group used the program in the classroom and were lectured by an instructor adhering closely to the taped materials. The fourth group consisted of a traditional lecture-discussion approach to teaching. Those students in the study-carrel-only group scored significantly lower than any other group. No other significant differences were discovered between any of the other treatments. The major conclusion based on the results of this study was that self-instructional programs are not as effective as are the traditional approaches to teaching unless the self-instructional programs are supplemented by a minimum of student-instructor contact and interaction. (JY)

ED 053 553

EM 009 134

Hericks, Sally, Ed.

The Audio-Visual Equipment Directory. Seventh Edition.

National Audio-Visual Association, Fairfax, Va.

Pub Date Jan 71

Note—383p.

Available from—National Audio-Visual Association, Inc., 3150 Spring Street, Fairfax, Virginia 22030 (\$8.50)

Document Not Available from EDRS.

Descriptors—*Audio Equipment, *Audiovisual Aids, Carrels, *Catalogs, Display Systems, Eight Millimeter Projectors, Equipment Manufacturers, Learning Laboratories, Magnetic Tape Cassette Recorders, Opaque Projectors, Overhead Projectors, Photographic Equipment, *Projection Equipment, Screens (Displays), Sixteen Millimeter Projectors, Tachistoscopes, Tape Recorders, Teaching Machines, Video Equipment

The following types of audiovisual equipment are catalogued: 8 mm. and 16 mm. motion picture projectors, filmstrip and sound filmstrip projectors, slide projectors, random access projection equipment, opaque, overhead, and micro-projectors, record players, special purpose projection equipment, audio tape recorders and players, audio tape duplicators, electronic programers, synchronizers, and dissolve controls, video tape recorders and players, video cameras, video receivers and monitors, video projectors, learning laboratory systems, front projection screens, rear projection screens, projection tables and stands, storage cabinets, classroom radios, reading and tachistoscopic devices, programed instruction equipment, and transparency-making equipment. For each type of equipment, all models are listed alphabetically by company name, then by model. Each item is pictured, and specifications such as price, size, and other relevant information are included. The items are not evaluated. Indexes of trade names, manufacturers, and dealers and professional service members of the National Audio-visual Association are included. (JK)

ED 053 554

EM 009 135

Van Der Aa, H. J., Ed.

Computers and Education: An International Bibliography on Computer Education.

Netherlands Centre for Informatics, Amsterdam.

Pub Date 70

Note—115p.; Special Publication on the occasion of the IFIP World Conference on Computer Education (First, Amsterdam, The Netherlands, August 24-28, 1970)

Available from—Science Associates/International, Inc., 23 East 26th Street, New York, N.Y. 10010 (\$15.00)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Audiovisual Aids, Bibliographies, Career Opportunities, Computer Assisted Instruction, Computer Oriented Programs, *Computer Science, *Computer Science Education, Course Descriptions, Data Processing, Educational Administration, Educational Economics, *Educational Technology, Job Training, Learning Theories, Professional Occupations, Programmed Instruction, Programming Languages, Scheduling, Student Records, Teaching Machines, Television

Containing abstracts of over 1800 books and articles that have appeared in English, French, and German, this bibliography is intended to provide information about computers in education. While the main emphasis is on computers in education, educational technology involving programmed instruction, television, and learning theory, as well as various non-instructional uses of computers (student records, scheduling, administration) are also covered. Abstracts are grouped by subject: computers in primary schools, in secondary schools, and in colleges; educational technology; college level computer courses; training for computer-oriented professions; bibliographies; and introductory and advanced computer science material. Entries are cross-referenced, and a combined subject-author index is appended. (Author/SH)

ED 053 555 EM 009 136

Sheepmaker, B., Ed. Zinn, Karl L., Ed. World Conference on Computer Education-1970. International Federation for Information Processing, Geneva (Switzerland).

Pub Date 70

Note—898p.; Papers presented at the World Conference on Computer Education (First, Amsterdam, The Netherlands, August 24-28, 1970)

Available from—Science Associates/International, Inc., 23 East 26th Street, New York, N.Y. 10010 (\$45.00)

Document Not Available from EDRS.

Descriptors—*Computer Assisted Instruction, *Computer Oriented Programs, *Computer Science, *Computer Science Education, *Conference Reports, Data Processing Occupations, Educational Technology, Information Processing, Information Science, Mathematical Models, Models, Programming, Programming Languages, Simulation, Teacher Education, Technical Education, Technological Advancement

Nearly 150 papers presented at this conference, sponsored by the International Federation for Information Processing, are included in this volume which surveys the state of the art of computer education. Nine papers provide an overview on such topics as computer science and mathematics, computer education in the 1970's, computers and the humanities, and mathematical learning models as tools for computer-assisted instruction. A series of papers discuss the social implications of computers on trade unions, public services, and governmental responsibilities. Part II of the volume, "Education about Computers," groups papers under these topics: computer education in secondary schools, teacher training, national schemes for computer education and governmental responsibilities, the place of computer and information science in higher education, education management, national and international efforts to develop computer education, the planning and execution of programs for computer specialists in universities, and professional training. Part III includes papers which discuss the practice of computer based learning, computer languages, simulation, and strategies for development and presentation of computer based learning exercises. (JK)

ED 053 556 EM 009 137

Van Der Aa, H. J., Ed. Audiovisual Media for Computer Education. Netherlands Centre for Informatics, Amsterdam; Netherlands Inst. for Audiovisual Media, The Hague.

Pub Date 70

Note—47p.; Special Publication on the occasion of the IFIP World Conference on Computer Education (First, Amsterdam, The Netherlands, August 24-28, 1970)

Available from—Science Associates/International, Inc., 23 East 26th Street, New York, N.Y. 10010 (\$5.00)

Document Not Available from EDRS.

Descriptors—Agriculture, Analog Computers, Artificial Intelligence, *Automation, Behavioral Sciences, Business Administration, *Catalogs, Civil Engineering, Computer Assisted Instruction, *Computers, *Computer Science Education, Cybernetics, Data Processing, Digital Computers, *Films, Government Role, Industrial Technology, Information Science, Mathematical Applications, Programming, Scientific Research, Transportation

The result of an international survey, this catalog lists over 450 films dealing with computing methods and automation and is intended for those who wish to use audiovisual displays as a means of instruction of computer education. The catalog gives the film's title, running time, and producer and tells whether the film is color or black-and-white, 16 or 35 mm. A brief description of the film's contents is also provided. Titles are arranged according to subject classifications, and a subject index is also included. (SH)

ED 053 557 EM 009 139

Moller, Hans Use of Visual Media in Schools. National Film Board of Canada, New York, N.Y. Pub Date 23 Mar 71

Note—15p.; Speech given at the Vancouver Public Library, March 23, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiovisual Aids, *Audiovisual Instruction, *Film Study, Instructional Aids, Instructional Films, Learning Experience, *Teaching Techniques

Technology has allowed modern educators greater flexibility than ever before. We cannot assume that one method of teaching is correct for every teacher, for every subject, and even for one teacher at all times. This is especially true in use of audiovisual media. Various types of materials and various ways of presenting them are necessary. Following rigid rules of presentation can inhibit the valuable spontaneous reaction of the child. The student should have a chance to interpret the experiences these media bring him. Because many films used in schools are largely lectures, they do not allow the student to do this. These pictures lean heavily on the narrator's words for meaning. Such films limit the child's chance for interpretation by imposing other people's meanings on the images. But many excellent new films, relying on techniques of the silent filmmakers of the 1920's, have little narration. They leave questions unanswered and allow the child to experience the subject himself. (JK)

ED 053 558 EM 009 140

A Plan for an Instructional Technology Course for Teachers. Report on Phase I: Course Design. State Univ. of New York, Albany. Center for Educational Communications.

Spons Agency—New York State Education Dept., Albany. Div. of Educational Communications.

Pub Date Jan 71

Note—85p.

Available from—New York State Education Department, Division of Educational Communications, Albany, New York 12224

Document Not Available from EDRS.

Descriptors—Behavioral Objectives, *Course Descriptions, Equipment Utilization, Individualized Instruction, Inservice Teacher Education, Instructional Materials, Instructional Media, *Instructional Technology, *Media Selection, Programmed Materials, Resource Materials, Teacher Developed Materials, *Teacher Education, Teacher Education Curriculum, *Teaching Techniques

Identifiers—*Instructional Technology Course for Teachers, ITCT

The Instructional Technology Course for Teachers (ITCT) is a 15-week course to provide practicing teachers with an introduction to the use of technology in instruction. It can be used either in colleges or in school system in-service programs. The ITCT curriculum is composed of eight self-contained units of instruction, which can be put together in a prescribed sequence or can be used separately as components of other courses. The ITCT uses three modes of instruction: self-study, seminar-practicum, and laboratory activity. The latter allows students to practice skills in using the new technology. The course

uses television-film programs, audio tape programs, programmed material kits, and print as sources of information. The eight units describe educational change, instruction as a system, new tools and techniques of instruction, instructional resources, individualizing instruction, writing behavioral objectives, essentials of equipment operation and production of instructional materials in terms of learning objectives, content, and resource materials. An index to producers and distributors of resource materials is included. (JK)

ED 053 559 EM 009 141

This Is NHK '71. Japan Broadcasting Corp., Tokyo. Radio and Television Culture Research Inst.

Pub Date 71

Note—59p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Broadcast Industry, Broadcast Reception Equipment, Business Administration, Electronic Equipment, Instructional Television, Media Research, *Programming (Broadcast), *Public Television, Radio, *Television

Identifiers—Japan Broadcasting Corporation, NHK, *Nippon Hoso Kyokai Nippon Hoso Kyokai (NHK, Japan Broadcasting Corporation) is a viewer-supported public broadcasting corporation which currently includes five domestic broadcasting networks consisting of two radio, one FM, and two television networks. Over these networks NHK presents a total of 91.5 hours of broadcasting a day. This pamphlet outlines the aims of the corporation and the structure of its management. It details the types of programming presented by NHK: news, sports, local, educational, and entertainment. The work of Radio Japan, an overseas service operated by NHK, is also described. In addition to producing programs the NHK also keeps up a national radio and television network to facilitate reception throughout the country. Its efforts in this direction for television and radio reception and transmission are described. The work of NHK Technical Research Laboratories, which cover every aspect of broadcasting research, is outlined, as are the various services offered by NHK in the areas of public relations, reception guidance, and overseas cooperation. The pamphlet lists a brief chronology of NHK and a directory of its overseas bureaus. (JY)

ED 053 560 EM 009 142

Youngblood, Gene Expanded Cinema.

Pub Date 70

Note—432p.

Available from—E. P. Dutton and Company, Inc., 201 Park Avenue South, New York, N.Y. 10003 (\$9.95, paperback \$4.95)

Document Not Available from EDRS.

Descriptors—Animation, Audiences, Bionics, Computer Graphics, *Computers, Film Production Specialists, Films, *Film Study, Fine Arts, Holography, *Innovation, *Production Techniques, Special Effects, *Television, Theater Arts, Visual Arts

Today, our environment is created more by television and cinema than by nature. Our view of what human nature is and might be is conditioned by what we see in those media. Films which make use of traditional genres only reinforce traditional views. They do not force us to new ones. But new filmmakers are creating "synthetic" cinema, which discards traditional genres and instead films these artists' own consciousnesses, a truer reality. Technology today is also uniting art and science. Artists in computer films like the John Whitney family, in experimental television like Stan Van Der Beek and Nam June Paik, and in videographic cinema and intermedia theater are creating new languages to express our inarticulate consciousnesses; from these new languages may come a new world. Reports of interviews with these and other filmmakers and artists and descriptions of their work try to define the aesthetic they are thought to be working towards. (JK)

ED 053 561 24 EM 009 143

Drier, Harry N. Jepsen, David A. The Use of Television and Video Tape Compared to Researching Printed Career Information as a Means of Assisting Rural 9th Grade Youth Career Decision Making Process. Research Report.

Iowa Univ., Iowa City.; Wisconsin State Dept. of Public Instruction, Madison.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.—BR-0-E-034
Pub Date 28 Feb 71
Grant—OEO-5-70-0019(509)
Note—44p.
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Planning, Grade 9, *Occupational Aspiration, Occupational Choice, *Occupational Guidance, *Occupational Information, Rural Schools, *Rural Youth, *Video Tape Recordings, Vocational Counseling, Vocational Development, Vocational Interests

A study was devised to test the hypothesis that rural ninth grade students viewing videotaped field trips as part of vocational group guidance classes will exhibit greater occupational knowledge than similar groups who do not view the videotapes. Subjects were 262 ninth grade students from four rural high schools; the schools were paired to form a control and an experimental group. Both groups met for a class period twice weekly for 14 weeks. The experimental group centered discussions and reading around 20-minute videotapes which portrayed a variety of occupations such as paper industry, machine trade, communication, office, and public utility occupations, while the control group read and discussed the same occupations using commercially produced reading materials. Responses from three questionnaires which were administered at the end of the 14-week period were analyzed. Limited positive results obtained showed that videotapes appear to influence the accuracy of stereotypes reported and to stimulate a wider range of occupational possibilities in schools where counselors are employed. Also, it appears that girls are more likely to present scattered occupational choices and less likely to seek occupational information or state positive occupational stereotypes. (SH)

ED 053 562 EM 009 145

Adams, Paul D.
Evaluating Non-Commercial Television: A Case Study. Final Report.

Texas Univ., Austin. Center for Communication Research.

Spons Agency—Texas Univ., Austin. Hogg Foundation for Mental Health.

Pub Date Apr 71
Note—177p.
EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Audiences, Educational Television, Evaluation Techniques, Interviews, Mental Health, *Programming (Broadcast), *Public Television, Questionnaires, Television, *Television Research, *Television Surveys, Television Viewing

Public television differs from commercial broadcasting in its assumptions, goals, and approaches. While commercial television seeks the largest possible audience, public television seeks to maximize the effectiveness of a program for a specific audience, not maximize the size of the audience. This study sought to provide a method for determining whether a public television program was meeting its objectives. It used a series of mail surveys, personal interviews, and telephone follow-ups to gauge the effect of an interview show called "The Way People Live" on its audience in the Austin and San Antonio areas of Texas. Surveys, questionnaires, and analyses are fully presented here. Overall, it was found that social and demographic characteristics of viewers and not differences related to program impact most distinguished the audience. Attitudinal items and questions did not predict how frequently a viewer watched the show. (JK)

ED 053 563 EM 009 146

Di Vesta, Francis J. And Others
Instructional Strategies: A Model and Its Application. Annual Report, July 1971. Part I.
Pennsylvania State Univ., University Park. Dept. of Educational Psychology.

Spons Agency—Department of Defense, Washington, D.C. Advanced Research Projects Agency.

Report No.—ARPA-1269
Pub Date Jul 71
Note—182p.
EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Educational Research, Effective Teaching, Goal Orientation, Instruction,

*Learning Activities, Learning Processes, *Learning Theories, Motivation, Recall (Psychological), *Teaching Methods, *Teaching Models, Verbal Learning

The instructional process has four major components: stimulation, orientation, transformation, and instrumental activity. Concerning stimulation, the instructor should highlight either the novelty or the complexity of the learning materials. Varying such factors as teaching style and mode of presentation, duration of instruction, and the learner's physical position will maintain or heighten attention. Concerning orientation, the best way to get a student to master the lesson is to ask questions shortly after the material has been presented. More research needs to be done on the value of the classroom assignment. Three types of transformation, from elementary to sophisticated, let the student internalize the lesson. These types of transformation allow measurement and isolation of variables which can be used according to the objectives of the materials. Although more research on the subject is needed, preliminary studies show that two types of instrumental activity—note-taking and verbalization—are helpful in fostering learning. (JK)

ED 053 564 EM 009 147

Parker, Edwin B.
[Forecast Use of Telecommunication Technology in 1985.]

Stanford Univ., Calif. Inst. for Communication Research.

Pub Date Sep 71
Note—14p.
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, *Cable Television, Communication Satellites, Computer Assisted Instruction, Film Libraries, *Information Networks, Information Retrieval, Innovation, Input Output, Input Output Devices, *Instructional Television, *Interaction, Magnetic Tape Cassettes, Preschool Education, Supplementary Education, *Telecommunication, Television, *Video Cassette Systems

Imagine that the year is 1985. The nationwide implementation of telecommunications technology has caused dramatic changes in the use of television in the past 15 years since the 1970's. These changes were initiated when cable television was expanded into the large cities and sets were connected to neighborhood centers which had a channel capacity of up to 200 and large cassette libraries. Two-way instructional television began in 1973 with the use of a simple touch-tone pad connected to a computer at the other end. Then, in 1974, with the implementation of six pilot programs which used large capacity cable television systems in conjunction with the touch-tone pad, coupled with rapid expansion of video cassette players and governmental interest, a system was developed which allowed television sets to be used as computer terminals. By 1980, the telecommunications system was well-developed, and made preschool, supplementary, and continuing education available. Now, in 1985, communication satellites are being used to interconnect three overlapping cable television systems (national, regional, and local), and to provide low cost, 24-hour service to all areas. (SH)

ED 053 565 EM 009 148

Dwyer, Thomas A.
On the Importance of Complexity in Supportive Systems for Educational Computing.

Pub Date 70
Note—8p.
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Ancillary Services, *Computer Assisted Instruction, Computer Programs, Curriculum Development, Curriculum Planning, Data Processing, Educational Technology, Individualized Instruction, Inservice Teacher Education, *Interaction, Program Administration, Program Costs, Programming Languages, *Program Planning, Public Relations, Research Tools, Scheduling, Secondary Education

To help investigators become more aware of hidden limitations in their work, some important supportive systems to the application of interactive computing in education are described. Support systems are grouped under the headings of technical support, pedagogical and logistical support, and administrative support and are further illustrated by examples under each heading: Technical support includes system-level software,

language-level software, and research and development; pedagogical and logistical support is divided into curriculum material support, scheduling, and critical size; and administrative support covers teacher training, public relations, and economics. Within each example, three levels of complexity are given to alert educators to the fact that they are dealing with a variety of constraints and to recommend that they take this into account in their planning and ultimate evaluation. The author draws on his experience with Project Solo, a program concerned with the use of interactive computing within conventional Secondary Schools, to point out that systems of inadequate complexity can interact on a total effort in a negative, but often hidden manner. (SH)

ED 053 566 EM 009 149

Dwyer, Thomas A.
Some Principles for the Human Use of Computers in Education.

Pub Date 70
Note—24p.
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, *Computer Assisted Instruction, *Computer Science Education, Independent Study, Individualized Curriculum, *Individualized Programs, *Learning Activities, Programming, Student Developed Materials, *Student Teacher Relationship Identifiers—Dual Mode Learning, Project Solo, Solo Mode Learning

Several principles for the effective use of computers in education are identified as a result of experiences with Project Solo, an experiment in education patterned on the dual-solo example of flight instruction in allowing the student to eventually exert more influence on his learning than his instructor. First, the essential social character of human learning should be supported; second, the supporting systems must be sound and well-developed; third, the student should be encouraged to learn to control the machine so he can develop theories to utilize data and use this knowledge to improve and individualize his courses; fourth, estimates concerning objectives should be subject to refinement and change; and last, the fun of real computing should be preserved. The application of these principles is best seen through the distinction between dual and solo mode learning. For Project Solo, dual mode learning is a process which is guided by another person's influence, and it includes both teacher-directed and learner-directed computer-assisted instruction. Solo mode learning occurs through an interaction between the learner and a set of subject-determined experiences. For this mode, the student writes programs for the computer, debugs, and executes them for his own use and, later, for the use of others. (SH)

ED 053 567 EM 009 150

VanderMeer, Abram W.
Relative Effectiveness of Instruction By: Films Exclusively, Films Plus Study Guides, and Standard Lecture Methods. Rapid Mass Learning. Technical Report.

Pennsylvania State Univ., University Park. Coll. of Education.

Spons Agency—Office of Naval Research, Port Washington, N.Y. Special Devices Center.

Report No.—SDC-269-7-13
Pub Date Jul 50

Note—52p.; One of a series of papers by the Instructional Film Research Program at Pennsylvania State College (now Pennsylvania State University)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiovisual Instruction, *Conventional Instruction, Educational Research, Films, *Instructional Films, *Intermode Differences, *Teaching Methods

A study investigated the extent to which instructional films by themselves can teach a body of factual information. Three comparable groups of ninth-grade students were taught a course in general science. One group saw a series of 44 films and received no other instruction. The second group saw the films and studied specially prepared short study guides. The third group was taught by teachers using a standard textbook and customary teaching techniques, other than films. Test results showed that intermode differences were small and generally not significant. The three methods were of almost equal effectiveness, where the learning of factual information was the sole criterion. (Author/JK)

ED 053 568

EM 009 151

Kuhler, John P.

The Effects of Prestige and Identification Factors on Attitude Restructuring and Learning from Sound Films. Rapid Mass Learning. Technical Report.

Pennsylvania State Univ., University Park. Coll. of Education.

Spons Agency—Office of Naval Research, Port Washington, N.Y. Special Devices Center.

Report No.—SDC-269-7-10

Pub Date Mar 50

Note—12p.; One of a series of papers by the Instructional Film Research Program at Pennsylvania State College (now Pennsylvania State University)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, Audiences, *Changing Attitudes, *Films, *Identification (Psychological), Learning Characteristics, Psychological Patterns, Role Perception, Status

An experiment was conducted to study the effect that audience attitude toward, and identification with the main character of a film has on learning from the film. Two hypotheses were formulated. 1) People for whom the occupational role of the main character has a high prestige value will learn more factual information from the film and also change further in attitudes in the direction suggested by the film. 2) People who identify with the main character on the basis of shared institutional affiliation will also learn more and change in attitude toward the direction of the film. The procedure was to show audiences the film "Keys of the Kingdom," in which the hero was a Catholic priest. Before seeing the film, audiences filled out a rank-order scale of occupational prestige and an attitude scale measuring religious tolerance. After seeing the film, audiences filled out these two scales again as well as an information test based on the film. Results showed that the differences found were in the direction predicted by the hypotheses, but very few of them were statistically significant. (Author/JK)

ED 053 569

EM 009 152

Japen, N.

Effects on Training of Experimental Film Variables Study II. Verbalization, "How-It-Works," Nomenclature, Audience Participation, and Succinct Treatment. Rapid Mass Learning. Technical Report.

Pennsylvania State Univ., University Park. Coll. of Education.

Spons Agency—Office of Naval Research, Port Washington, N.Y. Special Devices Center.

Report No.—SDC-269-7-11

Pub Date Mar 50

Note—14p.; One of a series of papers by the Instructional Film Research Program at Pennsylvania State College (now Pennsylvania State University)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Activity Learning, *Assembly (Manufacturing), Audience Participation, *Audiovisual Aids, Films, *Instructional Films, *Teaching Procedures, Training Techniques

A study was conducted to ascertain which characteristics of instructional films affect learning. Fourteen versions of a film designed to teach the assembly of part of an anti-aircraft gun were prepared and shown to different groups of trainees. The study examined the following factors: 1) number of words of narration used to describe the action, 2) inclusion of a sequence explaining how the gun worked, 3) audience participation, in which trainees tried to assemble the gun at the same time the procedure was shown on screen, and 4) succinct treatment (the use of a concise but complete film presentation taken from an existing training film). The results showed that about 100 words per minute of film produced the most effective learning. Too few or too many words impeded instruction. The sequence explaining how the gun worked did not improve performance in assembling it. Audience participation worked if the film went slowly enough to allow trainees to watch it and do the task too. Succinct treatment was ineffective. Simply using the technical names of parts in the film did not teach those names to the trainees. (Author/JK)

ED 053 570

EM 009 153

Pocket Pal: A Graphic Arts Digest for Printers and Advertising Production Managers. Tenth Edition.

Pub Date Jun 70

Note—181p.

Available from—International Paper Company, 220 East 42nd Street, New York, N.Y. 10017 (\$1.00)

Document Not Available from EDRS.

Descriptors—Glossaries, *Graphic Arts, Industrial Arts, Journalism, Manuals, *Paper (Material), Photocomposition, *Printing, Publications, Publishing Industry, *Reprography, Signs

In this digest of information about printing a brief survey of the history of printing precedes detailed explanations of the processes and the materials involved in printing. The four major printing processes—letterpress, gravure, offset lithography, and screen—are explained. Steps in preparing art and copy for printing, including selection of size of type and kind of typeface, proofreading, composition, and converting type into film by various means, are detailed. Other sections deal with preparing photographs for reproduction, and with the techniques of platemaking, printing, and binding. Since paper and ink are basic materials, the book describes the types of each and explains the process of choosing and preparing paper for printing. Although the book is designed for printers and advertising production managers, its style is simple enough that it would be useful in journalism classes, in printing classes, or for newspaper and yearbook staffs. A glossary of printing terms is included. (JK)

ED 053 571

EM 009 154

Evans, William H., Ed.

The Creative Teacher.

Pub Date Sep 71

Note—164p.

Available from—Bantam Books, Inc., 666 Fifth Avenue, New York, N.Y. 10019 (\$1.25)

Document Not Available from EDRS.

Descriptors—*American Literature, Audiovisual Aids, Characterization (Literature), Composition (Literary), Discussion (Teaching Technique), *English Education, Films, High School Curriculum, *Individualized Reading, Language Arts, Literary Analysis, Literature, *Literature Appreciation, Literature Guides, Secondary Education, Slow Learners, Symbols (Literary), *Teaching Methods

These essays suggest ways of teaching literature to junior and senior high school students for whom traditional methods don't work. Several essays suggest an individualized reading program, in which a student reads selections that concern his own particular interests, as a good approach. The importance of allowing students a lot of freedom to talk, rather than structuring the discussion too closely, is stressed in an essay which features a three-book unit including "Shane," "The Pearl," and "The Red Badge of Courage." Since today's students have so intimate an acquaintance with the mass media, two essays suggest augmenting traditional discussions with pictures, slides, tape recordings, and filmmaking. A method suggested for presenting books with a first person narrator like "A Separate Peace" and "Demian" is to assign papers which confront students with the same kinds of decisions the narrators of these books faced in telling their stories. Among the other essay topics are writing about literature, literature for the slow student, and an expanded view of the scope of English literature. (JK)

ED 053 572

EM 009 155

Moller, Hans

Media for Discovery.

Pub Date 70

Note—144p.

Available from—Visual Education Centre, 95 Berkeley Street, Toronto 2a, Ontario, Canada (\$3.97)

Document Not Available from EDRS.

Descriptors—*Audiovisual Aids, Audiovisual Centers, Audiovisual Instruction, Discovery Learning, Educational Environment, Films, Filmstrips, *Guides, Instructional Materials, *Media Selection, *Multimedia Instruction, Photographs, Single Concept Films, Tape Recordings, *Teaching Methods

Although education journals contain article after article about the wonders that computers, color television, and other elaborate hardware will bring to the classroom, many teachers do not yet have access to these things and must make do with the "humble" media: pictures, filmstrips (both silent and sound), slides, films, and overhead projected material. In fact the potential of

even these media has not been fully developed. Each medium has specific learning effects. For example, sound filmstrips structure what is seen more than silent ones do. Teachers who understand both the potential and limitations of these media can facilitate the prime aim of education today: Understanding, rather than acquisition of data; insight, rather than inventory of facts; and intelligent guesses rather than pat answers. Prime requirements for putting the media to work are flexibility of approach and an open, pleasant learning environment: Multi-media kits should be selected that really do contain material from several media. Several sample learning units on such topics as rocks and minerals, simple machines, and outer space are described that do integrate material from various media. (JK)

ED 053 573

EM 009 156

Technical Papers Presented at the 1971 NAB Engineering Conference. First Edition.

Pub Date Aug 71

Note—223p.

Available from—TAB Books, Blue Ridge Summit, Pennsylvania 17214 (\$10.00)

Document Not Available from EDRS.

Descriptors—Automation, *Broadcast Industry, *Commercial Television, Conference Reports, *Engineering Technology, *Magnetic Tapes, Television Commercials, Video Equipment, *Videotape Recordings

This collection of 25 papers and panels presented at the 1971 Engineering Conference of the National Association of Broadcasters surveys recent technical developments in the field. At least four of these papers are relevant to education. "Everything You Wanted to Know About Cartridge Machines—But Were Afraid to Ask" describes improvements in recent models of cartridge machines, explains procedures for the maintenance of these machines and how to use test cartridges to determine sensitivity of cartridges. "Magnetic Tapes in the 70's" concerns improvements in technology which have produced better tapes. "Operational Experience with Video Tape Cartridges" explains how these cartridges have allowed one television station greater efficiency, economy, and flexibility in showing commercials. "Computers and Automation—Are They in Your Future?" suggests that the potential of computers to automate television traffic operations is great and should be fully utilized. (JK)

ED 053 574

24

EM 009 168

O'Neil, Harold F., Jr.

Effects of State Anxiety and Programming Variables on the Computer-Assisted Learning of College Students. Final Report.

Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—P-00183

Bureau No.—BR-0-0183

Pub Date Apr 70

Grant—OEG-0-70-2671(508)

Note—73p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *Anxiety, Behavior Rating Scales, *Computer Assisted Instruction, Constructed Response, Covert Response, Hostility, *Intermode Differences, Overt Response, Program Length, Time Factors (Learning)

Two studies were devised to test the relationship between response mode, trait and state anxiety, and achievement in a computer-assisted instruction (CAI) course containing both familiar and technical materials. In the first study, 148 subjects were divided into four response mode conditions: reading (R), covert, modified multiple choice, and constructed response (CR). All subjects were given a pretest, several administrations of two anxiety scales, the CAI administered material, and a posttest. Results showed that high trait and high state anxiety were associated; the CR group had significantly higher anxiety scores on technical materials; and the CR and R groups performed at the same level on technical materials, perhaps because the CR group was made more hostile by the length of time required to learn the materials. For the second study, 128 students were divided into four groups: reading-short, reading-long, constructed response-short, and constructed response-long. Procedures were the same, with the addition of a hostility measure.

The findings of this study were similar to those of the first study: High trait and state anxiety were associated, and the CR groups had higher levels of anxiety and hostility and poorer performance on technical materials than the R groups. (SH)

ED 053 575 EM 009 171

Lyle, Jack Hoffman, Heidi R.
Television in the Daily Lives of Children.
California Univ., Los Angeles. Dept. of Journalism.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.
Pub Date 4 Sep 71

Note—21p.; Paper presented at the symposium, The Early Window: The Role of Television in Childhood, at the Annual meeting of the American Psychological Association (Washington, D.C., September 4, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Ability, *Adolescents, Audiences, Childhood Interests, *Early Childhood, Grade 1, Grade 6, Grade 10, Parent Child Relationship, Programming (Broadcast), Social Development, Socioeconomic Status, Television Commercials, *Television Surveys, *Television Viewing

To parallel a study done by Schramm, Lyle and Parker (1961), data were gathered from first, sixth, and tenth grade students about television viewing during a week in early May, 1970. Results of analyses of the data suggest several points: Compared to children in the same age group ten years ago, children are spending more time watching television; differences in viewing time today seem less marked across comparisons between socio-economic status and ability groups; students have become more skeptical about the medium's content and have become more overtly hostile to commercials; television viewing is usually accompanied by other activities rather than being the center of attention. It was also found that the importance of television declines in the adolescent years when children develop new social relationships and increasingly turn to music; the programs viewed by children are primarily programs produced for adult or family audiences, not specifically for children; cartoons, re-runs, and old movies are among the most popular with young children; and parental control of viewing appears to be a relatively weak factor, especially with children over six years of age. (SH)

ED 053 576 EM 009 174

Quinly, William J. And Others
Standards for Cataloging Nonprint Materials.
Revised Edition.

Association for Educational Communications and Technology, Washington, D.C.

Pub Date 71

Note—56p.

Available from—National Education Association, Publications Sales Section, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (Stock No. 071-02898, \$3.50)

Document Not Available from EDRS.

Descriptors—Art Products, *Cataloging, Charts, Classroom Materials, Educational Technology, Films, Filmstrips, Games, *Guidelines, *Instructional Media, *Library Standards, Magnetic Tapes, Maps, *Mass Media, Microforms, Models, Phonograph Records, Phonotape Recordings, Realia, Slides, Three Dimensional Aids, Transparencies, Video Tape Recordings

Rules and procedures for cataloging non-print media are provided in this manual of the Association for Educational Communications and Technology. The first section on cataloging rules covers all elements which should appear on the catalog card. After some comments on entries, the arrangement of catalog elements, and style, the elements of the description of an item are discussed: title, medium, edition, producer-sponsor-releasing agent, date of release, physical description, series and subseries, educational level, notes, tracings, and classification numbers. The application of the cataloging principles provided in the first section is illustrated in the second section. Full descriptive cataloging appears on sample cards for specific media such as art prints, audiotapes, charts, computer tapes, dioramas, filmstrips, flash cards, games, globes, kits, maps, microforms, mock-ups, models, motion pictures, phonodiscs, pictures, slides, specimens, study prints, transparencies, and videotapes. (SH)

ED 053 577 EM 009 182

Marquardt, R. G. Boice, Eldon G.
Public Broadcasting and Educational Television: A Report to the Washington State Legislature by the Subcommittee on Educational Television and Libraries of the Joint Committee on Education.
Washington State Legislative Council, Olympia.
Pub Date 5 Nov 70

Note—42p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Finance, *Educational Television, Instructional Materials, Instructional Television, Private Schools, *Public Television, *State Legislation, State Programs, *Statewide Planning

Identifiers—Washington

During the years 1967-69, the Instruction Subcommittee of the Joint Committee on Education held a series of hearings to pinpoint the financial and organizational problems of educational television in the state of Washington. The problems revealed by this investigation prompted the Subcommittee to contract with Dr. Kenneth Christiansen, Director of Television for the University of Florida, for consultation. Dr. Christiansen's three major conclusions were that there was a need for coordination and planning, for a new base of funding, and for a state educational television authority. These recommendations were incorporated into a senate bill. The bill failed to pass the 1969 legislature. The Subcommittee subsequently revised the bill to include provision for more participation in the field of public broadcasting, for cooperation with a proposed state telecommunications network, and for an advisory council composed of the managers of the state's educational television stations. In addition, closed circuit television was excluded from the scope of the bill, measures were recommended to guarantee that all material produced for instructional assistance by the educational television system would be made available to private schools, and sources of funding for the program were clarified. (JY)

ED 053 578 EM 009 184

Tidhar, Hava
Using Television for Teaching a Second Language Through Dramatized Every Day Situations: An Assessment of Effects on Active Speech and On Understanding Dialogues Presented by Other Media.

Instructional TV Center, Tel Aviv (Israel).

Pub Date 71

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conventional Instruction, *English (Second Language), Films, Grade 9, *Instructional Television, *Intermode Differences, Language Instruction, Low Ability Students, Phonotape Recordings, *Second Language Learning, Teaching Methods

A series of experiments explored the use of television in Israel to teach English to Hebrew-Speaking students. The emphasis of the experiments was on assessing the ways in which television can be used to fulfill specific tasks in language instruction that are not easily fulfilled by the classroom teachers. Ninth graders were divided into two groups: One group received the standard course of English-language instruction; a second group had English-language instruction supplemented by a television program which presented the spoken language in natural context and in every day situations. The ninth graders who had the television experience showed a better understanding of English-language films and audio tapes, as well as better achievement in active speech. The contribution of television to understanding from audio tapes proved to be particularly great in pupils whose IQ was less than 110. The greater amount of exposure to oral presentations did not have a negative effect on reading comprehension. (JY)

ED 053 579 24 EM 009 185

Borman, Karl G.

Development of a Model for the Teaching of Beginning Shorthand Through the Use of Computer-Assisted Instruction. Final Report.
Pennsylvania State Univ., University Park. Computer-Assisted Instruction Lab.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No.—BR-O-B-015

Pub Date Jun 71

Grant—OEG-2-700019(509)

Note—113p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Computer Assisted Instruction, Imagination, *Intermode Differences, Models, *Reaction Time, Response Mode, Retention, *Stenography, Stimulus Behavior

A model was developed for teaching beginning shorthand through the use of computer-assisted instruction (CAI). The model was based on the supposition that incorrect responses decrease the efficiency of the learning process. A response not completed within the amount of time required for a correct response was predicted to be incorrect. In the first phase of the experiment, the median correct-response latency for each stimulus for each subject was ascertained and stored in the computer. In the second phase, each experimental subject's response latencies were monitored and compared to median correct-response latencies. If the subject's response latency exceeded the median correct-response latency by one second, the request for a response was replaced by a prompt consisting of the correct response before proceeding to the next stimulus. No attempt was made to intercept incorrect responses for control subjects. Analysis of data indicated that the subjects assigned to the interception method required more time to reach criterion and made fewer incorrect responses than the control subjects. Analysis of the subjects' retention patterns over a four-week period showed no significant differences between the experimental and control groups. (JY)

FL

ED 053 580 FL 002 241

Lipton, Gladys And Others
Manual of Tape Scripts: Spanish Level 3. Curriculum Bulletin, 1970-71 Series, Number 10.
New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.

Report No.—Bull-00-3023-80

Pub Date 71

Note—56p.

Available from—Board of Education of the City of New York, Publications Sales Office, 110 Livingston St., Brooklyn, N.Y. 11201 (\$1.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Audiolingual Methods, Cultural Education, Culture, Grammar, *Language Instruction, Manuals, Modern Languages, Phonotape Recordings, Programmed Texts, *Scripts, *Secondary Schools, Sentence Structure, *Spanish, *Tape Recordings, Transformation Theory (Language), Verbs, Vocabulary Development

This publication, together with the audio tapes which it accompanies, was prepared to support the curriculum bulletin, "New York City Foreign Language Program for Secondary Schools: Spanish, Levels 1-5." The scripts in this manual are intended for use in the presentation and drill of the grammatical structures for level 3. The tapes, requiring 10 minutes of class time and featuring several voices, include structure drills, culture topics on Latin America, and auditory comprehension exercises. The structure drills concentrate on developing mastery of regular and irregular verb forms in the subjunctive. The remaining tape scripts deal with Indian culture, wars of independence, Argentina, Colombia, Venezuela, Cervantes and Quixote, and authors and artists. Exercises include a topic summary, vocabulary list, and repetition and transformation drills. For the level 1 and level 2 manuals, see ED 026 923 and ED 034 469; the "Spanish, Levels 1-5" bulletin is ED 010 724. (RL)

ED 053 581 FL 002 251

Croft, Kenneth
Language and Categories: Some Notes for Foreign Language Teachers.

New York State English Council.

Pub Date Apr 71

Note—12p.; Special Anthology Issue and Monograph 14

Journal Cit—English Record; v21 n4 p1-12 Apr 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Anthropology, Cognitive Processes, Componential Analysis, Conceptual Schemes, *Contrastive Linguistics, *Cultural Differences, Cultural Education, *Descriptive Linguistics,

Ethnology, Grammar, *Interference (Language Learning), Perception, *Second Language Learning, Semantics, Taxonomy

In learning a second language, the student should not only learn the native speaker's pattern of phonology, morphology, and syntax; but he should also internalize the native speaker's collective view of the universe and the appropriate related behavior patterns, both linguistic and nonlinguistic. Languages divide reality into different categories, and, in learning a second language, there may be interference from the native language in understanding the new categories. Linguistic anthropologists have been mapping out categories of cultural phenomena and performing an analysis of the semantic component, using such devices as the paradigm, the taxonomy, and distributional analysis to discover the system of knowledge built up around a people's view of the world. In language instruction, lexical categories should receive systematic treatment and should be brought under the student's control on his route to native-like fluency in a foreign language. (VM)

ED 053 582 FL 002 273

de, Anne E. Standish, Peter

Advanced-Level Testing of Foreign Language Proficiency: An Interim Report of the Post A-Level Spanish Project.

Emex Univ., Colchester (England). Language Centre.

Pub Date Jan 71

Note—36p.; Occasional Paper 11

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Tests, Charts, *College Students, Item Analysis, Language Ability, *Language Skills, Language Tests, Modern Languages, Objective Tests, *Spanish, *Student Evaluation, Tables (Data), *Test Construction, Tests

Identifiers—England, Palspan Project

This is a preliminary report concerning the development of tests which measure the linguistic ability in Spanish of English students at the beginning of their post A-level courses. The Palspan (Post A-level Spanish project) pilot test battery is comprised of five sub-tests of between 45 and 90 minutes in length which test for speaking, listening, reading, and writing skills. Processes involving marking and validation of the tests are discussed with particular reference to: (1) item analysis, (2) histograms, (3) variances and standard deviations, (4) correlation between tests, (5) relationship between test results and A-level results, (6) relationship between Palspan results and other external data, and (7) student performance. This study is heavily documented with linguistic and statistical data. (RL)

ED 053 583 FL 002 339

Nash, Rose

The Place of the English Language in the U.S.S.R.

Pub Date 71

Note—13p.; Reprint from Revista Interamericana

Review; v1 n1 Spr 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cultural Differences, Culture Conflict, Culture Contact, *English (Second Language), *International Education, *Language Instruction, *Language Programs, Language Teachers, Pronunciation Instruction, Propaganda, Puerto Ricans, Russian, Spanish Speaking, Student Motivation, Teaching Methods, Teaching Techniques

Identifiers—*Puerto Rico, *Soviet Union

In comparing the teaching of English in the Soviet Union and in Puerto Rico, the author notes that English language instruction in the Soviet Union is characterized by well-trained teachers, good facilities, and an emphasis on practical phonetics, although writing skills are not up to contemporary standards. People are avid and enthusiastic students, but the program suffers from lack of contact with an English-speaking country. In Puerto Rico there is contact with an English-speaking country, but a lack of well-trained teachers and good facilities exists. There is also a difference in attitude toward learning English. The Soviet citizen study is English to enrich his life and is not afraid that he will lose his Russian culture. In Puerto Rico many students regard the study of English as a necessary evil that will soon be done away with, making it a waste of time. (VM)

ED 053 584

FL 002 342

Nilsen, Don L. F.

The Use of Case Grammar in Teaching English as a Foreign Language.

Pub Date 5 Mar 71

Note—8p.; Paper presented at the Fifth Annual TESOL Convention, New Orleans, La., March 5, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adjectives, Adverbs, Applied Linguistics, Case (Grammar), Deep Structure, *English (Second Language), Form Classes (Languages), Kernel Sentences, *Language Instruction, *Language Universals, Phrase Structure, Semantics, Sentence Structure, Structural Analysis, *Structural Linguistics, Surface Structure, Syntax, *Teaching Methods, Verbs

The use of case frames of verbs as a control for the teaching of vocabulary items has a number of distinct advantages over other controls. The case frame associated with a particular vocabulary item, or with a particular semantic class, would be the same in the native and the target language (English). This would have the advantage of allowing the student to see how his language is the same as the target language. It would also enable the materials to be situationally as well as structurally controlled, and allow the student to use conceptual (as well as syntactic) clues in learning new vocabulary items. (Author)

ED 053 585

FL 002 343

Alexander, Bill

A Questioning-Answering Program for Simple Kernel Sentences (QUE2).

Texas Univ., Austin.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—NSF-GJ-509-X; TR-NL-5

Pub Date Mar 71

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Applied Linguistics, *Computational Linguistics, *Computer Assisted Instruction, Computer Graphics, Computer Programs, Computer Science, Deep Structure, *Educational Technology, Flow Charts, *Kernel Sentences, *Language Research, Logic, Programming Languages, Semantics, Sentence Diagramming, Structural Analysis, Structural Linguistics, Syntax

QUE2 is a recently devised, natural language, questioning-answering program written in LISP-1.5. It deals in simple, kernel sentences and employs the theory that the semantic content of a sentence is the set of relationships between conceptual objects (represented by the words in it), which the sentence and its structure imply. The data base of the program is an arbitrary list of simple kernel sentences. The lexicon is a list of pairs; the first element is the word itself, and the second element is its definition—the first element a relation and the second a list of all things which are in the given relation to the word being defined. The structure of the question is also a simple kernel sentence. Through a hierarchical set of functions, the program is capable of taking a kernel-sentence question and, based on its knowledge, providing a one-word answer (true, false, or don't know) accompanied by a copy of the internal semantic structure of the sentence, if any, from which the answer was deduced. The program's capabilities are not infinite, but further details could easily be added. Tables showing the data base, function truth tables, flow charts, and questions and answers are included along with a list of references. (VM)

ED 053 586

FL 002 350

Morel, Stefano

Total Immersion Language Program: A New Approach to Foreign Language Instruction. Technical Report.

Comack Public Schools, N.Y.; New York State

Education Dept., Albany. Div. of Research.

Spons Agency—New York State Education

Dept., Albany.

Report No.—BSCR-002-71

Pub Date Mar 71

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiolingual Methods, Basic Skills, Cultural Education, *Educational Innovation, Foreign Culture, Humanities, Instructional Materials, *Intensive Language Courses, *Language Instruction, Language Programs, Litera-

ture, Modern Language Curriculum, Modern Languages, *Secondary Schools, *Spanish, World History

A three-year experimental program established in 1966 in Spanish language instruction at the secondary level is reported in this study. Students at Comack High School North, New York, participated in a total immersion language program in Spanish, taking two to four classes of instruction in the target language per day. Classes included regular Spanish courses, world history, humanities, and civilization. Major sections discuss the method, results, and implications of the experiment. A comprehensive listing of textbooks and materials used in the program is appended to the study. An extensive number of tables are included and focus on the Total Immersion Language Program 1966-69, program evaluation, various test scores, and alternative course sequences for a total immersion program. (RL)

ED 053 587 FL 002 359

Levenson, Stanley

Planning Curriculum for Bilingual Education Programs: Kindergarten through Grade 12.

Pub Date 5 May 71

Note—13p.; Paper presented at the Fifth Annual TESOL Convention, New Orleans, La., March 5, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Biculturalism, *Bilingual Education, Bilingual Teacher Aides, Curriculum Development, *Curriculum Planning, Educational Objectives, Elementary Schools, Experimental Curriculum, Federal Aid, Intercultural Programs, Language Development, *Language Skills, *Mexican Americans, Resource Teachers, Secondary Schools, Self Concept, Spanish Speaking, *Speeches

Identifiers—*Project Frontier, San Diego County

This speech provides an outline of the planning procedure and framework for the curriculum used in the bilingual education program, Project Frontier, at Chula Vista, California. It explains the goals of the project which is gradually being expanded to all grade levels, and it describes how the goals are interwoven into a framework made up of units of learning at any one level. A diagram showing the framework is included along with a chart showing the steps followed in the curriculum development. A bibliography is included. (VM)

ED 053 588

FL 002 360

de Laricheliere, Joyce

Preservation of a National Resource and Preservation of Self.

Pub Date 6 Mar 71

Note—9p.; Paper presented at the Fifth Annual TESOL Convention, New Orleans, La., March 6, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bilingual Education, *Bilingualism, *Cultural Pluralism, *Educational Policy, English (Second Language), Ethnology, French, Language Instruction, Language Planning, Linguistic Competence, *Minority Groups, Second Language Learning, *Speeches

Bilingualism and the cultural and linguistic pluralism that it involves should be preserved and encouraged within the national educational system. Statistics concerning bilinguals on a national scale would present a more accurate picture if based on John Macnamara's definition of bilinguals as "persons who possess at least one of the language skills even to a minimal degree in the second language." The benefits of bilingualism, seen as linguistic and cultural pluralism, are unknown, but bilingualism has not been encouraged sufficiently to predict the benefits or the disadvantages. A national commitment to a program of bilingualism must be made before its true value can be known. (VM)

ED 053 589

FL 002 361

Crymes, Ruth

The Relation of Study about Language to Language Performance with Special Reference to Nominatization.

Spons Agency—Hawaii Univ., Honolulu.

Pub Date 5 Mar 71

Note—22p.; Paper presented at the Fifth Annual TESOL Convention, New Orleans, La., March 5, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adults, Applied Linguistics, Educational Experiments, *English (Second Language), Grammar, Instructional Materials, Language Patterns, *Language Research, *Learning Processes, Linguistic Performance, Nominals, Pattern Drills (Language), Second Language Learning, Sentences, *Speeches, *Transformation Generative Grammar

The transformational-generative concept of language learning as constructing a theory about language inspired this experiment. Language performance developed by a method of language learning designed to help the student study about a second language through manipulative exercises was compared to language performance developed by a method not directly designed to encourage theorizing about language. In this experiment the second language was English and the particular area of language capability tested was nominalization, using Vendler's typology, as a measure of maturity of language performance. Statistics derived from written tests by 10 students in the experimental method and 10 students in a control group, measured against the test results of 10 volunteer native speakers, indicated that the experimental study of nominalization through sentence-combining exercises did facilitate the development of language competence in that area and that it increased the capability of the experimental group toward the performance of the native speaker. Tables demonstrating the statistical results and an appendix on Vendler's typology of nominals are included. (VM)

ED 053 590 FL 002 363
Fleaherty, Jane F., Comp.
Resources for the ESL Teacher.
Newark State Coll., Union, N.J. Adult Education Resource Center.
Pub Date Sep 70
Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Adult Basic Education, *Adult Education, Audiovisual Aids, *Bibliographies, *English (Second Language), Filmstrips, *Language Instruction, Organizations (Groups), *Resource Centers, Teacher Education, Text Construction, Textbooks

This document lists resources available to teachers of English as a second language (ESL), mainly in the field of adult education. Included are textbooks and reading materials, filmstrips, audiovisual aids, and professional readings for ESL and adult basic education teachers. A section on ESL test preparation and references on testing are included. There are also lists of organizations and resource centers for ESL teachers. (VM)

ED 053 591 FL 002 364
LaFontaine, Hernan
Para-professionals: Their Role in ESOL and Bilingual Education.
Pub Date 7 Mar 71

Note—9p.; Paper presented at the Fifth Annual TESOL Convention, New Orleans, La., March 6, 1971

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Bilingual Education, *Bilingual Teacher Aides, Community Involvement, *English (Second Language), Individual Instruction, *Language Instruction, Language Programs, Language Skills, Minority Groups, On the Job Training, *Paraprofessional School Personnel, *Public School Systems, Spanish Speaking, Speeches, Teacher Aides, Teacher Shortage, Teacher Workshops, Team Teaching Identifiers—*New York City

Nonprofessional personnel can play an important role in the classroom as teacher aides, especially in a bilingual situation where a particular language background can prove invaluable in developing language skills among the students. The presence of a teacher assistant increases the opportunities for individual instruction. Potential teacher aides can be found within the local community, and training programs and workshops organized within the school system can prepare them for the classroom situation; an organized, extended training schedule could help some advance to the point of becoming fully-qualified teachers. (VM)

ED 053 592 FL 002 366
Ulibarri, Mari-Luci
Reading in the ESL Program.
Pub Date 6 Mar 71

Note—12p.; Paper presented at the Fifth Annual TESOL Convention, New Orleans, La., March 6, 1971

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Behavioral Objectives, Cultural Differences, Cultural Pluralism, *English (Second Language), Ethnology, *Language Arts, Mexican Americans, Program Evaluation, *Reading Instruction, Reading Skills, Spanish Speaking, *Speeches, Student Attitudes, *Teacher Qualifications, Teaching Models

The successful English-as-a-second-language reading teacher must understand the cultural background of her students very well and must take such circumstances into account in the presentation of and the approach to materials. Following a good basic teaching model is equally important. Evaluation of the reading program must consider the students' feeling toward the program and their accomplishments, and the sequential development of reading skills. (VM)

ED 053 593 FL 002 368
Doherty, Ellen M. Male, George A.
Education in Spain: Educational Data.
Office of Education (DHEW), Washington, D.C.
Report No.—OE-14034-79
Pub Date 66

Note—39p.
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, Curriculum Planning, Educational Administration, Educational Change, Educational Development, Educational Finance, *Educational Improvement, *Educational Philosophy, Educational Planning, Educational Resources, *Educational Trends, Elementary Schools, Instructional Program Divisions, *International Education, Secondary Schools, *Spanish, Teacher Education, Universities Identifiers—*Spain

This review of recent trends in Spanish education focuses on governmental attempts to update educational standards by extending the compulsory school-attendance age, by eradicating adult illiteracy, and by constructing new schools. The report points out that the expansion of Spanish economic programs has shifted educational objectives to emphasize vocational training and the development of vocational schools at all levels. Major chapters, illustrated by tables, include: (1) new trends in education, (2) administration of education, (3) financial aspects of education, (4) elementary education, (5) secondary education, (6) higher education, (7) teacher education, (8) adult education programs, (9) programs for American students in Spain, (10) a glossary of Spanish terms used in the text, and (11) selected references. (RL)

ED 053 594 FL 002 387
Crane, Joanna Breedlove
Foreign Languages: Selected Materials for Prospective Teachers of Foreign Languages.
Alabama State Dept. of Education, Montgomery.
Pub Date 71

Note—19p.
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annotated Bibliographies, *College Majors, Colleges, Instructional Materials, Language Instruction, *Modern Languages, Preservice Education, *Resource Materials, Second Language Learning, *Teacher Education, Teaching Methods, Universities

This annotated bibliography of selected foreign language education materials is intended for use in a college or university curriculum library. The bibliography focuses on the needs of prospective teachers of modern languages. The materials included cover both the theory and practice of learning and teaching foreign languages and are written primarily in English. Entries, listed alphabetically by author, include books, articles, journals, and reference works. Titles, sources, and costs are also indicated. (RL)

ED 053 595 FL 002 394
Binder, Richard
The Semantic Basis of Do So.
Hawaii Univ., Honolulu. Dept. of Linguistics.
Spons Agency—National Science Foundation, Washington, D.C.
Report No.—NSF-GJ-596
Pub Date Mar 71

Note—23p.; In Working Papers in Linguistics, v3 n3 p110-132 Mar 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Descriptive Linguistics, English, Grammar, Language Patterns, Language Research, Linguistic Theory, *Semantics, Sentences, Sentence Structure, Structural Analysis, *Surface Structure, *Syntax, *Verbs

The thesis of this paper is that the "do so" test described by Lakoff and Ross (1966) is a test of the speaker's belief system regarding the relationship of verbs to their surface subject, and that judgments of grammaticality concerning "do so" are based on the speaker's underlying semantic beliefs. ("Speaker" refers here to both speakers and hearers of English, as the context requires.) Two conclusions of the arguments presented here are: (1) "do so" always refers to at least the basic action of the verb (the conceptual elements which are always present or implied when it is used); and (2) the use of "do so" is based on the speaker's conception of the referent verb as an activity "brought about," at least in part, by the sentence subject. (Author)

ED 053 596 FL 002 397
Steinberg, Danny D.
Would an Orthography Based on Chomsky and Halle's Underlying Phonological Representations Be Optimal?

Hawaii Univ., Honolulu. Dept. of Linguistics.
Pub Date Mar 71
Note—18p.; In Working Papers in Linguistics, v3 n3 p1-18 Mar 1971

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*English, Linguistics, *Linguistic Theory, Orthographic Symbols, Phonetics, *Phonetic Transcription, Phonology, Reading, *Reading Processes, Semantics, *Spelling
Chomsky and Halle claim that an orthography based on their system of phonological representations of lexical items would be optimal. Their analysis assumes that (1) a reader need read only for meaning and not for sound, (2) an orthography based on their underlying phonological representations would not be exceptionally difficult to learn, and (3) there is no direct link between the phonetic aspect of a lexical item and its meaning. This paper argues that none of these assumptions is warranted and that an orthography based on a broad phonetic representation is to be preferred. (Author)

ED 053 597 48 FL 002 426
Stevick, Earl W.
Adapting and Writing Language Lessons.
Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 71

Contract—OEC-0-71-005
Note—463p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO 4400-1365, \$3.25)

EDRS Price MF-\$0.65 HC-\$3.65

Descriptors—Curriculum Development, Curriculum Planning, *Evaluation Criteria, Instructional Design, Instructional Program Divisions, *Language Instruction, Learning Theories, Linguistic Theory, *Material Development, *Modern Languages, Second Language Learning, Teacher Developed Materials, Teaching Methods, Teaching Techniques, *Uncommonly Taught Languages

The dual purpose of this book is to set forth guidelines for appreciating the kinds of instructional materials available for the uncommonly taught languages and to suggest an approach to writing new materials which will be as adaptable as possible. Of principal concern are considerations relating to: (1) the nature of language teaching, (2) the modular approach to materials development, (3) evaluating and adapting language materials, (4) writing adaptable materials, (5) learners' synopses, (6) Cummings devices, (7) microtexts, and (8) routine manipulations. Numerous appendixes include discussions of adaptation of: a dialog drill format in Spanish, "microwave" format in Telegu, an English pattern-practice format, self-instructional format in Spanish, prose texts in Mauritian Creole, and a lesson for discussion by readers of Igbo. Other sections contain appendixes relevant to the central topic. References and an index are included. (RL)

ED 053 598 FL 002 433
Quintanilla, Victor
English in Colombia.

Pub Date 6 Mar 71

Note—7p.; Speech presented at the Fifth Annual TESOL Convention, New Orleans, La., March 6, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Applied Linguistics, Audiolingual Methods, Educational Methods, *English (Second Language), Government Role, Grammar Translation Method, *Language Instruction, Language Skills, Learning Motivation, Structural Grammar, *Teacher Associations, *Teacher Education, *Teaching Methods, Translation

Identifiers—*Colombia

English language education in Colombia has been improved because the teachers have organized professional associations and have received assistance and support from the Colombian and United States governments to improve teaching methods, teacher preparation, and teaching materials. With the help of the University of California at Los Angeles, the Colombian American Linguistic Institute was founded to train Colombian English teachers in the fields of linguistics, phonology, morphology, syntax, contrastive analysis, audiolingual methodology, and audiovisual aids. Through such teacher education, the grammar translation method and the direct method of language teaching have been abandoned for an audiolingual or structural approach. (VM)

ED 053 599

FL 002 440

Hedrick, B. C.

The Afro-Brazilian Fetish Cults: Religious Syncretism.

Grambling Coll., La.

Pub Date 67

Note—23p.; Research Issue

Journal Cit—Grambling College Liberal Arts Bulletin; v3 n1 p47-69 Spr 1967

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*African American Studies, African Culture, Christianity, Cultural Education, Cultural Environment, *Ethnic Studies, Latin American Culture, Poetry, *Religious Cultural Groups, Religious Differences, Religious Factors, *Sociocultural Patterns, Sociology, *Tribes

Identifiers—*Brazil

This paper treats the Afro-Brazilian fetish cults found throughout Brazil and examines the syncretism of these cults with Catholicism. The religious practices of the "macumbas" (deities of the Afro-Brazilian cults), ritual music, and the ethnicity of the Negroes from both southern and northern Brazil are discussed. Frequently, excerpts of songs and poetry of the various cults are provided and analyzed. (RL)

ED 053 600

FL 002 443

Dodd, William J.

[Address to the Opening General Session: Fifth Annual TESOL Convention, 1971.]

Pub Date 4 Mar 71

Note—7p.; Speech presented at the Fifth Annual TESOL Convention, New Orleans, La., March 4, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, *Bilingual Education, Bilingualism, Cultural Education, Elementary Grades, *English (Second Language), Exchange Programs, Fles, *French, Kindergarten, Language Instruction, Modern Language Curriculum, Native Speakers, Secondary Education, Second Language Learning, *Spanish, Spanish Speaking, Speeches, Teacher Education, *Teacher Exchange Programs

Identifiers—*Bilingual Education Act, Louisiana

The State of Louisiana has instituted a number of educational programs to meet the needs of a large French- and Spanish-speaking population. For the French-speaking population, the program is designed to improve and expand the teaching of French at all educational levels and to preserve and protect the French cultural heritage. Contact and exchanges with the governments of France and Quebec are a key part of the program. For the Spanish-speaking population, there are English as a second language programs. An extensive bilingual program for teaching Spanish and English at all educational levels has been proposed. Exchange programs with Costa Rica play an important role in preparing teachers for teaching Spanish and English to Spanish speakers. (VM)

ED 053 601

FL 002 445

Yebio, B.

The Academic Adjustment of a Group of Foreign Students in Sweden.

School of Education, Malmö (Sweden). Dept. of Educational and Psychological Research.

Pub Date Nov 67

Note—46p.; Educational and Psychological Interactions, No. 27

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, College Students, *Cultural Differences, *Foreign Students, *International Education, Language Instruction, Modern Languages, Personal Adjustment, Questionnaires, *Student Adjustment, Student Attitudes, Student Exchange Programs, Student Opinion, *Universities

Identifiers—*Sweden

This study investigates foreign students' attitudes towards and adjustment to the Swedish system of university education. The report is exclusively concerned with the academic adjustment of a group of 120 students from the so-called "developing countries." A questionnaire on different aspects of Swedish university education which provides information for the analysis of the sample is included. (RL)

ED 053 602

FL 002 457

Ney, James W.

Predator or Pedagogue?: The Teacher of the Bilingual Child.

New York State English Council.

Pub Date Apr 71

Note—7p.; Special Anthology Issue and Monograph 14

Journal Cit—English Record; v21 n4 p12-18 Apr 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American Indians, *Bilingual Education, *Bilingual Students, *Cultural Differences, Cultural Education, Culturally Disadvantaged, *English (Second Language), Instructional Materials, Language Proficiency, Language Tests, Material Development, *Minority Groups, Self Concept, Spanish Speaking, Teaching Methods

Cultural factors should be taken into consideration in a bilingual education program. The cultural background of the students learning English as a second language should not be regarded as inferior. A realistic analysis of a student's language capability must be made so that his language-learning problems can be recognized and solved as much as possible. The student must be able to cope with the English used in the classroom, and teaching materials must be developed to handle these problems. Instruments of measurement must be used to determine the linguistic capability of the student. (VM)

ED 053 603

FL 002 458

Hopkins, Thomas R.

Teaching English to American Indians.

New York State English Council.

Pub Date Apr 71

Note—8p.; Special Anthology Issue and Monograph 14

Journal Cit—English Record; v21 n4 p24-31 Apr 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Bilingual Education, Cross Cultural Training, *Curriculum Development, *Educational Policy, English (Second Language), Eskimos, French, Language Instruction, Minority Groups, Navaho, Second Language Learning, Test Construction

Identifiers—*Bureau of Indian Affairs

English language instruction in schools for American Indians has progressed from the era when there was an effort to eliminate tribal languages and replace them with English. From 1932 until recently tribal languages were encouraged, but the emphasis was on English. During the past four years, bilingual education has emerged. There has been significant activity in curriculum development, in testing English as a second language, and in research. In the United States and Canada, the trend seems to be toward use of the native language as well as learning a second language. It is unfortunate that bilingual education has not been a basic element in language learning; in addition to providing instruction in the native language, it develops dignity in the child. The elimination of the American Indian languages would be a great loss. (VM)

ED 053 604

FL 002 460

Finocchio, Mary

Teaching English to Speakers of Other Languages: Problems and Priorities.

New York State English Council.

Pub Date Apr 71

Note—9p.; Special Anthology Issue and Monograph 14, and adapted from an address presented to the New York TESOL Affiliate, New York, N.Y., November 11, 1970

Journal Cit—English Record; v21 n4 p39-47 Apr 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biculturalism, *Bilingual Education, Bilingualism, Cultural Pluralism, *Elementary Schools, *English (Second Language), *Language Instruction, Language Programs, Minority Group Children, Minority Groups, Modern Language Curriculum, *Secondary Schools, Speeches, Teacher Education, Teaching Methods

Many problems in English as a second language (ESL) programs arise because learners and teachers have subscribed to false statements and labels concerning cultural situations and teaching methods. The teaching approach should make provision for the differing learning styles of the pupils. A bilingual-bicultural program should be instituted in all schools to enable the ESL learner to develop his native language skills and to understand his cultural heritage as a source of pride, as well as to know English well enough to communicate with his English-speaking neighbors and to avail himself of all educational opportunities. Colleges and educational agencies must develop teachers and other personnel to teach ESL with these concepts in mind. (VM)

ED 053 605

FL 002 461

Hendrickson, R. H.

ESL-Who Needs It?

New York State English Council.

Pub Date Apr 71

Note—6p.; Special Anthology Issue and Monograph 14

Journal Cit—English Record; v21 n4 p47-52 Apr 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Deep Structure, *English (Second Language), *Language Instruction, Language Skills, Linguistic Competence, *Linguistic Performance, Minority Groups, *Native Speakers, *Nonstandard Dialects, Surface Structure, Tense, Transformation Theory (Language)

There is a difference between learning a second language and learning a second dialect; the English as a second language (ESL) program should be limited to teaching English to students who do not already know English. Although there are not enough ESL programs, there is also a problem that some students are receiving ESL instruction even though they may actually need some other type of program. The main objective of ESL instruction is to have the student internalize the generative rules or deep structure of English as soon as possible. Even though his English differs widely from cultivated usage or is heavily influenced by borrowing from another language, the student who already knows the underlying system of English will only have to learn to make changes in the surface structure, a different task from learning the generative rules. Teachers must exercise extreme caution in determining which type of language instruction a particular student needs; background, personality, and classroom situation must all be considered. (VM)

ED 053 606

FL 002 462

Kaplan, Robert B.

Composition at the Advanced ESL Level: A Teacher's Guide to Connected Paragraph Construction for Advanced-Level Foreign Students.

New York State English Council.

Pub Date Apr 71

Note—12p.; Special Anthology Issue and Monograph 14

Journal Cit—English Record; v21 n4 p53-64 Apr 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Advanced Students, Composition Skills (Literary), Connected Discourse, *English (Second Language), *Language Instruction, Language Learning Levels, Language Skills, *Paragraph Composition, Teaching Methods, *Teaching Techniques, Writing Exercises, Writing Skills

The process of constructing connected discourse varies just as language structure itself varies from one language to another. Different languages combine thoughts in different ways. For the advanced level student of English as a second language, composition instruction is a critical area and should not be left to the typical freshman composition class. Considering the advanced level student in a United States institution of higher learning as a "fluent speaker of non-standard" who has adequate control of syntactic structure, it is possible to suggest certain procedures for teaching composition. Writing topics should come from the students themselves. Teaching the procedure for using an outline is very important. The students should list the facts on a particular topic, categorize them, summarize each category in a sentence, the students should develop an outline; the final step consists of the writing of a composition from the outline. A great deal of time is spent on developing and working with outlines as the basis for the composition. (VM)

ED 053 607

FL 002 463

Stageberg, Norman C.
Structural Ambiguity and the Suprasegmentals.
New York State English Council.
Pub Date Apr 71
Note—5p.; Special Anthology Issue and Monograph 14
Journal Cit—English Record; v21 n4 p64-68 Apr 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Applied Linguistics, *English (Second Language), Intonation, *Language Instruction, Language Patterns, Morphology (Languages), Phrase Structure, Sentence Structure, *Structural Analysis, Structural Grammar, Structural Linguistics, *Suprasegmentals, *Teaching Techniques

Too often in teaching English to speakers of other languages, the patterns of intonation, stress, and juncture are neglected; as a result, the student's comprehension and power of expression are reduced. After the basic suprasegmental patterns are taught, the teacher should continue to teach the patterns which are useful in distinguishing meanings and in avoiding ambiguities. Several such patterns are definitely established and easily taught. This can be accomplished through exercises involving imitation, recognition of contrasting utterances, and production of contrasting patterns. (VM)

ED 053 608

FL 002 464

Fisher, John C.
Bilingualism in Puerto Rico: A History of Frustration.
New York State English Council.
Pub Date Apr 71
Note—6p.; Special Anthology Issue and Monograph 14
Journal Cit—English Record; v21 n4 p19-24 Apr 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bilingual Education, Bilingualism, Cultural Differences, *English (Second Language), *Language Instruction, *Language Teachers, Minority Groups, Political Issues, Public Education, *Puerto Ricans, Spanish Speaking, *Teacher Education, Teacher Qualifications

Identifiers—New York City, Puerto Rico

The implementation of English language instruction presents problems for Puerto Ricans both in Puerto Rico and in the United States, as seen in New York City. In Puerto Rico, the role of English in the schools has always been a political issue with widespread implications. Both there and in the States, the greatest problem in English instruction is the lack of well trained, qualified teachers. To alleviate this problem, the Puerto Rican Department of Public Instruction is granting aid to 425 men and women to improve the teaching of English. Several universities in the States are instituting graduate and undergraduate programs designed to prepare teachers of English as a second language. (VM)

ED 053 609

FL 002 465

Wissot, Jay
HESL and MESL: The Teaching of History and Math as Components of an English as a Second English (Language) Program.
New York State English Council.
Pub Date Apr 71

Note—6p.; Special Anthology Issue and Monograph 14
Journal Cit—English Record; v21 n4 p68-73 Apr 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Applied Linguistics, Bilingual Education, *Curriculum Planning, Educational Programs, Educational Psychology, *English (Second Language), *Foreign Students, *History Instruction, Language Learning Levels, Language Skills, Linguistic Competence, Linguistic Performance, *Mathematics Instruction, Secondary Schools

Identifiers—*Hackensack, New Jersey

Within a school curriculum featuring English as a second language, classes such as History for English as a Second Language and Math for English as a Second Language can play an important role. In these classes, the teacher can present content-subject matter, keeping in mind the linguistic capabilities of the students. Principles are not watered down; rather, they are presented in terms of the linguistic achievement of the student. In math, individual mathematical knowledge determines the placement of the student. Such classes are best taught by the English as a second language teacher, because he knows and understands the linguistic problems of the students and he has more experience with adapting materials for the foreign-born student. When the student's linguistic ability makes competing in English feasible, such classes should be discontinued. (VM)

ED 053 610

FL 002 466

Spell, Faralie S.
Practicalities in Teaching English-as-a-Second Language to Navajo Children.
Pub Date 6 Mar 71

Note—10p.; Paper presented at the Fifth Annual TESOL Convention, New Orleans, La., March 6, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American Indian Culture, Audiovisual Aids, Biculturalism, Cultural Differences, Curriculum Development, Educational Objectives, *English (Second Language), *Instructional Materials, Language Arts, Language Instruction, Language Patterns, *Navaho, Second Language Learning, *Speeches, *Teacher Education, Teacher Qualifications, Teacher Recruitment

Problems encountered in teaching English as a second language to Navaho children are primarily due to inadequate teacher education. The teacher needs a genuine understanding of what is going on, what he is doing, and why he is doing it; he must have as much knowledge as possible of the pupils with whom he works. Too often English as a second language is taught in a vacuum and is generally taken to mean the choral repetition of rather colorless sentences which have little relationship to specific learning needs of Navaho children but which are somehow believed to reflect the "structure" of the language. Teacher training must be improved so that teachers may develop sufficient understanding of the English language and of language instruction methodology. Appropriate materials in a sequential relationship must be developed, and teachers must be given freedom to use common sense in relating the materials to the current needs of the pupils. A bibliography is included. (Author/VM)

ED 053 611

FL 002 471

Graham, Robert H.
Comparative and International Education: A Selective Bibliography.
Pub Date Jun 71

Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—African Culture, *Area Studies, Asian History, *Bibliographies, Economics, Educational Policy, European History, *Foreign Culture, *International Education, Latin American Culture, Middle Eastern History, Non Western Civilization, Philosophy, Political Attitudes, Psychology, *Resource Materials, Sociology

This bibliography, compiled primarily for instructors and students of comparative and international education courses at the university level, is organized by topic and geographic area. Topics covered include: (1) general materials in the field of comparative and international education, including references and sources of data; (2) standard texts and works on methodology; (3) Third

World educational themes and problems, including colonialism and modernization; and (4) international education, including education for international understanding, exchange programs, the "brain drain," and area studies programs. The geographic area lists include Europe, Africa, Latin America, Asia, and the Middle East. Further subclassifications are made in this section under: (1) general, including multi-national studies, (2) history, (3) philosophy, (4) politics, (5) sociology, (6) economics, and (7) psychology. The majority of entries have been published since 1965. (Author/RL)

ED 053 612

FL 002 476

Oller, John W., Jr.
Expectancy for Successive Elements.
Pub Date 71
Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Applied Linguistics, *Cognitive Processes, Expectation, *Language, Language Development, *Language Instruction, Material Development, Memory, Modern Languages, Nucleation (Language Learning), Prediction, *Psycholinguistics, Second Language Learning, Teaching Methods, Thought Processes, Verbal Operant Conditioning

The ability to anticipate elements in sequence is the foundation of all language skills. Because of its naturally high redundancy, it is almost always possible in the normal use of language to partially predict what will come next in a sequence of elements. The central feature of language processing is expectancy for successive elements. A very important question in second language instruction is determining how to teach students the skill of anticipating elements in sequence. This can best be done with materials in which meaningfulness is an element, syntactic structure is given a subordinate position, and the situational interaction of the people using the language is given prominence. (VM)

ED 053 613

FL 002 478

Holm, Wayne
Bilingual Bizard (The English Language): ESL/EFL in a Navajo Bilingual Setting.
Pub Date 6 Mar 71

Note—19p.; Paper presented to the Fifth Annual TESOL Convention, New Orleans, La., March 6, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Bilingual Education, Bilingual Students, Bilingual Teachers, Culture Conflict, Elementary Education, *English (Second Language), *Language Instruction, *Navaho, Secondary Education, Speeches, Teacher Role, Teaching Methods, Team Teaching

To cope with the bilingual education problems in a community such as Rock Point on the Navajo Reservation in New Mexico, a program has been developed to teach English as a foreign language within a bilingual setting. The goal is coordinate bilingualism in which each language has a separate but equal status, and the program is a "transitional" one in which Navajo is used as a means to enable children to go to school in English. The program involves team-teaching in two languages with the English-language teacher and the Navajo-language teacher conducting activities at opposite ends of the classroom simultaneously, each working with a relatively small group at a time. In the structure recommended for this program, the Navajo-language teachers are in charge and, in the lower grades especially, they teach content. The English-language teacher is teaching a foreign language, and teaching content is second to teaching English. The English teacher's goal is to make it possible for Navajo children to cope successfully with education in English. (VM)

ED 053 614

FL 002 481

Scoon, Annabelle R.
Bibliography of Indian Education and Curriculum Innovation.
Albuquerque Indian School, N. Mex.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jun 71
Note—62p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Abstracts, Academic Achievement, American Indian Culture, *American Indians, *Annotated Bibliographies, Bibliographies,

*Bilingual Education, *Curriculum Development, Educational Innovation, Instructional Materials, *Reference Materials, Student Interests, Student Needs

This bibliography of ERIC documents (both journal and non-journal materials) contains more than 200 entries with abstracts. The work is intended for those seeking to gain insight into the cultural and sociological background of the American Indian student, his academic strengths and weaknesses, and current innovations in the development of curriculum for these students. The report is divided into three areas: (1) Indian education and bilingualism, (2) general aspects of American Indian education, and (3) innovative curriculum concepts and materials. Order numbers for the documents which are available from the ERIC Document Reproduction Service are included. (RL)

ED 053 615 FL 002 483

Scope and Sequence of Modern Foreign Languages: Grades 7-12 (Tentative).

Fairfax County Schools, Va.

Pub Date 64

Note—73p.

Available from—Fairfax County Schools, 10700 Page Ave., Fairfax, Va

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Articulation (Program), *Audiolingual Methods, Basic Skills, Cultural Education, *Curriculum Guides, Educational Objectives, Foreign Culture, French, German, Instructional Program Divisions, *Language Instruction, *Modern Languages, Secondary Schools, Teaching Guides, Teaching Methods

Intended to meet a widespread demand among teachers and administrators for coordination among the various modern language offerings in the Fairfax County school system, this publication serves as a guide for the articulation of a sequential language program reflecting recent developments in the goals, content, materials, and methods of modern language instruction. A general discussion of culture and methodology precedes a summary of activities in level 1 through level 5 and advanced courses. Appendixes contain outlines of topics for cultural content for French, German, Russian, and Spanish courses. [Not available in hard copy due to marginal legibility of original document.] (RL)

ED 053 616 FL 002 484

Bierchen, Bernhard

Television as a Technical Aid in Education and in Educational and Psychological Research: A Bibliographical Account of German Literature.

School of Education, Malmo (Sweden). Dept. of Educational and Psychological Research.

Pub Date May 71

Note—60p.; Number 31 in Didaktometry series

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, *Bibliographies, Closed Circuit Television, Colleges, Developing Nations, Educational Research, *Educational Television, *German, Instructional Program Divisions, Instructional Television, *Teacher Education, Technology, Televised Instruction, Television, *Television Research

This is the third in a series of bibliographies resulting from two decades of research on the use of television as a technical aid in education and in educational and psychological research. The works listed are all in German and appeared from 1960 through 1970. Four major sections include: (1) general problems, (2) television in schools, (3) teacher training, and (4) surveys of television in general and television in schools. To facilitate the use of this bibliography four indexes have been provided which list general abbreviations, abbreviations used for periodicals, authors, and anonymously written works. (RL)

ED 053 617 FL 002 486

Actes du deuxième colloque canadien de linguistique appliquée. (Proceedings of the Second Canadian Symposium on Applied Linguistics.)

Canadian Association of Applied Linguistics.

Pub Date 71

Note—56p.; Symposium held May 29-31, 1970 at the University of Ottawa

Available from—Centre Éducatif et Culturel Inc., 8101, Boul. Métropolitain, Anjou, Montreal 437, Quebec, Canada (\$1.75)

Document Not Available from EDRS.

Descriptors—Anthropology, *Applied Linguistics, *Bilingualism, Contrastive Linguistics, English (Second Language), French, Intellectual Development, *Language Instruction, Language Laboratories, Language Laboratory Use, *Second Language Learning, Spanish, *Symposia, Translation

Identifiers—*Canada

This publication contains most of the lectures given at the Second Symposium on Applied Linguistics. The theme of the symposium was "The Task of Linguistics with Relation to the Problems of Canadian Bilingualism." Two opening speeches comprise the first section of the proceedings. Documents in the section on general linguistics and its application concern anthropology, contrastive linguistics, stylistics, bilingualism, and translation. The final section includes articles on the teaching of French, English, and Spanish, language laboratories, and the influence of second language learning upon the intellectual development of the child. Texts of the lectures are in English or French. (VM)

ED 053 618 FL 002 487

Portuguese Basic Course: Military Reader, Lessons 1-26.

Defense Language Inst., Washington, D.C.

Spons Agency—Department of Defense, Washington, D.C.

Report No—01PQ24

Pub Date Aug 71

Note—110p.

Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Armed Forces, Instructional Materials, *Language Instruction, *Military Personnel, Modern Languages, *Portuguese, Reading Development, *Reading Materials, Reading Skills, *Romance Languages, Vocabulary Development, Word Lists

This military reader, prepared to be used in conjunction with the Portuguese Basic Course developed by the Defense Language Institute, contains 20 Portuguese reading selections with questions and vocabulary lists. The first five readings contain vocabulary used generally by military personnel of all the services while subsequent readings are of specific interest to the navy, army, or air force. Selections focus on military equipment and on technical terminology. (RL)

ED 053 619 FL 002 488

Spanish Basic Course: Radio Communications Procedures, USAF.

Defense Language Inst., Washington, D.C.

Spons Agency—Department of Defense, Washington, D.C.

Report No—R-01LA24

Pub Date Jul 71

Note—21p.

Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Aircraft Pilots, Armed Forces, Communications, Flight Training, Instructional Materials, *Language Instruction, Military Air Facilities, *Military Personnel, Modern Languages, Radio, *Spanish, *Spanish Speaking

This guide to radio communication procedures is offered in Spanish and English as a means of securing a closer working relationship among United States Air Force personnel and Latin American aviators and technicians. Eight dialogues concerning routine flight procedures and aerospace technology are included. It is suggested that two rated students (pilot or navigator) be assigned to groups holding roundtable discussions following presentation of the dialogues. (RL)

ED 053 620 24 FL 002 489

Kennedy, Graeme

Children's Comprehension of Natural Language.

Southwest Regional Educational Lab., Inglewood, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No—TR-30

Bureau No—BR-6-2865

Pub Date 27 Nov 70

Note—50p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, Child Language, *Children, Communication (Thought Transfer), *Comprehension Development, Conceptual Schemes, *Language Development, Language Research, Learning Theories, Linguistic Competence, Linguistic Theory, *Literature Reviews, Morphology (Languages), Perception, *Psycholinguistics, Semantics, Structural Linguistics, Suprasegmentals, Syntax, Vocabulary Development

This paper reviews current literature concerning the development of children's comprehension of the processes of natural languages and it recommends a new study approach designed to evaluate the joint effects of lexical and syntactic devices on comprehension. It discusses three main kinds of investigations—studies of the comprehension of individual words and suprasegmentals, studies of information gain, and studies of the comprehension of syntactic processes—as well as testing techniques and the specific syntactic and morphological processes considered. Results of particular studies are given. The second part of the paper covers the necessity of treating language as a structure rather than as individual words when testing comprehension, and it recommends a conceptual-category approach which considers the relationship between formal linguistic processes and cognitive relations by showing how well language is comprehended in specific language-use situations. (VM)

ED 053 621 FL 002 491

Norwegian: A Guide to the Spoken Language.

Department of Defense, Washington, D.C.

Report No—TM-30-310

Pub Date [70]

Note—90p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO 0-405-245, \$4.5)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Armed Forces, Autoinstructional Aids, Basic Skills, *Conversational Language Courses, Instructional Materials, Language Instruction, *Modern Languages, *Norwegian, Oral Communication, Reference Books, *Second Language Learning, *Vocabulary Development, Word Lists

This language guide, written for United States Armed Forces personnel, serves as an introduction to the Norwegian language and presents important words and phrases for use in normal conversation. Linguistic expressions are classified under the following categories: (1) greetings and general phrases, (2) location, (3) directions, (4) numbers, (5) "What's this?", (6) asking for things, (7) money, (8) time, and (9) other useful phrases. Additional sections include other expressions, fill-in sentences, important signs, and an alphabetical word list. (RL)

ED 053 622 FL 002 492

Korean: A Guide to the Spoken Language.

Department of Defense, Washington, D.C.

Report No—TM-30-342

Pub Date [70]

Note—78p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO 0-411-227, \$4.0)

EDRS Price MF-\$0.65 HC-\$3.69

Descriptors—Armed Forces, Autoinstructional Aids, Basic Skills, *Conversational Language Courses, Instructional Materials, *Korean, Language Instruction, *Modern Languages, Oral Communication, Reference Books, *Second Language Learning, *Vocabulary Development, Word Lists

This language guide, written for United States Armed Forces personnel, serves as an introduction to the Korean language and presents important words and phrases for use in normal conversation. Linguistic expressions are classified under the following categories: (1) greetings and general phrases, (2) location, (3) directions, (4) numbers, (5) "What's this?", (6) asking for things, (7) money, (8) time, and (9) other useful phrases. Additional sections include other expressions, fill-in sentences, important signs, expressions with numbers, and an alphabetical word list. (RL)

ED 053 623 FL 002 493

Japanese: A Guide to the Spoken Language.

Department of Defense, Washington, D.C.

Report No—TM-30-341

Pub Date [71]

Note—62p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO 0-419-133, \$3.35)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Armed Forces, Autoinstructional Aids, Basic Skills, *Conversational Language Courses, Instructional Materials, *Japanese, Language Instruction, *Modern Languages, Oral Communication, Reference Books, *Second Language Learning, *Vocabulary Development, Word Lists

This language guide, written for United States Armed Forces personnel, serves as an introduction to the Japanese language and presents important words and phrases for use in normal conversation. Linguistic expressions are classified under the following categories: (1) greetings and general phrases, (2) location, (3) directions, (4) numbers, (5) "What's this?", (6) asking for things, (7) money, (8) time, and (9) other useful phrases. Additional sections include other expressions, fill-in sentences, important signs, and an alphabetical word list. (RL)

ED 053 624

FL 002 494

German: A Guide to the Spoken Language.

Department of Defense, Washington, D.C.

Report No.—TM-30-306

Pub Date [70]

Note—66p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO 0-419-133, \$3.35)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Armed Forces, Autoinstructional Aids, Basic Skills, *Conversational Language Courses, *German, Instructional Materials, Language Instruction, *Modern Languages, Oral Communication, Reference Books, *Second Language Learning, *Vocabulary Development, Word Lists

This language guide, written for United States Armed Forces personnel, serves as an introduction to the German language and presents important words and phrases for use in normal conversation. Linguistic expressions are classified under the following categories: (1) greetings and general phrases, (2) location, (3) directions, (4) numbers, (5) "What's this?", (6) asking for things, (7) money, (8) time, and (9) other useful phrases. Additional sections include other expressions, fill-in sentences, important signs, and an alphabetical word list. (RL)

ED 053 625

FL 002 495

Cherry, Colin

On Human Communication: A Review, a Survey, and a Criticism.

Pub Date 66

Note—337p.; Second edition

Available from—M.I.T. Press, Cambridge, Mass. 02142 (\$2.95)

Document Not Available from EDRS.

Descriptors—Acoustic Phonetics, Articulation (Speech), *Cognitive Processes, *Communication (Thought Transfer), Cybernetics, Descriptive Linguistics, *Information Theory, *Language Patterns, *Linguistics, Logic, Perception, Probability Theory, Redundancy, Semantics, Semiotics, Sociology, Speech, Statistics, Syntax, Telecommunication

This book, uniting the material from numerous lectures on communication theory, is designed to serve as the introduction to a series entitled "Studies in Communication," which will appear during the next few years. It is not intended for the expert in each of the many fields related to human communication, but, rather, it is designed for the general reader interested in the field. The book provides background information, historical data, definitions, concepts, and terms of reference in the area of human communication beginning with a discussion of the social aspects and the historical evolution of theory and of language analysis, including written and spoken language as well as meaning. The physical phenomena of signals, especially speech, are considered, as is the statistical and mathematical study of the information content of signals. The logic of communication is then discussed, including theories of syntactics, semantics, and pragmatics. A discussion of human information intake, cognition, and recognition ends the book. A list of references is included. (VM)

ED 053 626

FL 002 496

Gleitman, Lila R. Gleitman, Henry

Phrase and Paraphrase: Some Innovative Uses of Language.

Pub Date 70

Note—242p.

Available from—W. W. Norton and Co., Inc., 55 Fifth Avenue, New York, N.Y. 10003 (\$7.95)

Document Not Available from EDRS.

Descriptors—Cognitive Processes, Deep Structure, Grammar, Language Patterns, *Language Research, Language Universals, *Linguistic Competence, *Linguistic Performance, Nominals, *Psycholinguistics, Semantics, Sentence Structure, Structural Linguistics, Surface Structure, Syntax, *Transformation Generative Grammar, Transformations (Language)

Within the realm of psycholinguistics there is a need to investigate linguistic performance based on the generative transformational concept of linguistic competence, i.e., based on the speaker-listener's knowledge of his language. Psycholinguistics must determine how underlying knowledge is related to overt performance. The nominalization and compounding processes of English provide an area for experimentation where the psychologist may investigate individual linguistic performance. After a grammatical sketch of compound nouns, the authors report on an experiment analyzing the ability of individuals to paraphrase compound nouns and to recognize paraphrases. A discussion of the results provides insight into individual performance of a particular linguistic operation. The appendix furnishes details of the experiment, and a bibliography is included. (VM)

ED 053 627

FL 002 500

Levin, Frieda L.

Research on Language Methodology.

Pub Date [71]

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Articulation (Program), Basic Skills, Cultural Education, Grammar, Instructional Program Divisions, *Language Instruction, Language Laboratory Use, *Modern Languages, Programed Instruction, *Questionnaires, Second Language Learning, Surveys, *Teacher Attitudes, *Teaching Methods

A compilation of the results of an attitudinal questionnaire completed by a 19-member panel of leading language instruction methodologists focuses on some 36 questions fundamental to both researchers and teachers. Topics include questions concerning the use of English in the classroom, teaching of grammar, transformation generative grammar, contrastive linguistics, course articulation, culture, vocabulary development, programed instruction, and the use of the language laboratory. An appendix contains specific suggestions by the panel on how language instruction can be improved at all levels. (RL)

ED 053 628

FL 002 506

Obolensky, Serge And Others

Persian Basic Course: Units 1-12.

Center for Applied Linguistics, Washington, D.C.;

Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.

Pub Date May 63

Note—397p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Grammar, *Instructional Materials, *Language Instruction, Language Skills, *Oral Communication, Orthographic Symbols, Pattern Drills (Language), *Persian, Pronunciation, Reading Skills, Sentences, Speaking, Substitution Drills, *Textbooks, Uncommonly Taught Languages, Written Language

This basic course in Persian concentrates on the spoken language, illustrated by conversation based on everyday situations. After a thorough grounding in pronunciation and in basic grammatical features, the student is introduced to the writing system of Persian. Some of the basic differences between spoken and written styles are explained. Imitation of a native speaker is provided, and the course is designed for intelligent and efficient imitation. Each of the 12 units has three parts: new material to be learned (basic sentences), explanation (hints on pronunciation and notes), and drill (grammatical, variation, substitution, narrative, and questions and answers). (Authors/VM)

ED 053 629

FL 002 507

Clark County School District ESEA Title I Final Evaluation, 1969-70.

Clark County School District, Las Vegas, Nev. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [70]

Note—412p.

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—*American Indians, Biculturalism, Bilingual Education, Bilingual Students, Educational Programs, *English (Second Language), Experimental Schools, Federal Programs, Instructional Program Divisions, Migrant Child Education, Program Content, Program Effectiveness, *Program Evaluation, Questionnaires, *Spanish Speaking, Summer Programs

This document presents statistical data with evaluative commentary on the various aspects and activities of the Clark County, Nevada, Title I, ESEA Project. The activities evaluated include: (1) social experiences for language development, (1a) summer extension of social experiences for language development, (2) bilingual language development program for Spanish-speaking students, (2a) summer extension of bilingual language development program for Spanish-speaking students, (3) Moapa migrant student program, (3a) summer extension of Moapa migrant student program, (4) St. Yves remedial program, (5) St. Jude summer program, (6) Spring Mountain summer program, (7) southern Nevada children's home remedial program, and (8) preservice activity. Appendixes for many of the activities include results derived from a Title I teacher opinionnaire, a family-aide opinionnaire, and a parent-reaction form. (RL)

ED 053 630

FL 002 509

Weaver, Constance Waltz

Analyzing Literary Representations of Recent Northern Urban Negro Speech: A Technique, with Application to Three Books.

Pub Date 70

Note—243p.; Doctoral thesis, Michigan State University

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Dialect Studies, *Doctoral Theses, Ethnology, Grammar, Language Research, Language Styles, Literary Styles, *Negro Dialects, *Nonstandard Dialects, Pronunciation, Social Dialects, *Sociolinguistics, Urban Language Identifiers—*Linguistic Atlas

The recent work by sociolinguists is more accurate for consideration of urban dialects than is the analysis provided in the "Linguistic Atlas" materials. The sociolinguists' work shows that the use of nonstandard phonological and grammatical features varies according to one's socioeconomic status, ethnic background, speech context, age, and sex. Using the sociolinguists' data for several phonological and grammatical variables in Negro speech, it is possible to make statistical generalizations concerning particular types of speakers. With such generalizations in mind it is possible, by analyzing the literary representation of the Negro nonstandard dialect appearing in three books, to determine the accuracy of these representations. The books considered here are Shane Stevens' "Go Down Dead" (1966), Warren Miller's "The Cool World" (1959), and Claude Brown's "Manchild in the Promised Land" (1965). Suggestions for further study on determining the accuracy of literary dialect representations, tables on the statistical analysis, and a bibliography are provided. (VM)

ED 053 631

48

FL 002 511

Dato, Daniel P.

American Children's Acquisition of Spanish Syntax in the Madrid Environment: Preliminary Edition.

Institute of International Studies (DHEW/OE), Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-7-2637

Pub Date May 70

Contract—OEC-2-7-002637-3036

Note—185p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Child Language, Componential Analysis, Generative Grammar, Kernel Sentences, Language Classification, *Language Development, *Language Research, Linguistic Competence, Linguistic Patterns, Linguistic

Performance, *Second Language Learning, *Spanish, Structural Analysis, Structural Linguistics, Surface Structure, Syntax, Transformational Grammar

This project seeking to develop sound methodological research techniques for second-language is based on an initial pilot study which (1) identified and classifies the utterances of a child learning Spanish as a second language, and (2) determines whether there are any significant trends in the observed order of learning of kernels and transformed sentences. During a second year of research six children between five and six-and-a-half participated in an expanded version of the experiment concerning language acquisition which concentrated on the description and classification of the linguistic utterances produced by the subjects. Major chapters include: (1) introduction, (2) research design, (3) noun phrase, (4) verb phrase, (5) imperative, (6) interrogative, (7) sentence compounding and embedding, and (8) conclusions and implications. A bibliography and a list of linguistic diagrams are included. (RL)

ED 053 632 FL 002 512

Bibliography: Moderner Fremdsprachenunterricht (Bibliography: Modern Foreign Language Instruction), 1971. Volume 2, Number 2.

Informationszentrum für Fremdsprachenforschung, Marburg (Germany).

Spons Agency—Volkswagen Foundation, Hanover (West Germany).

Pub Date Jul 71
Note—113p.

Available from—Arbeitskreis zur Förderung und Pflege wissenschaftlicher Methoden des Lehrens und Lernens, e.V., Hans-Thoma-Strasse 72, Heindelberg, West Germany (\$3.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Abstracts, *Annotated Bibliographies, Audiovisual Aids, Bilingualism, Cultural Education, *Documentation, English (Second Language), Grammar, Information Dissemination, Information Retrieval, *Information Systems, *Language Instruction, Language Laboratories, Linguistics, *Modern Languages, Programmed Instruction, Subject Index Terms, Teacher Education, Teaching Methods, Teaching Techniques

This annotated bibliography on the teaching of modern foreign languages was prepared by the West German documentation center dealing with foreign language research, a center similar to the clearinghouses in the Educational Resources Information Center (ERIC). Most of the 250 entries appeared in 1970 or 1971. The sections of the bibliography include: (1) an alphabetical listing of items, including full bibliographic citations and subject index terms; (2) abstracts of the items; and (3) a subject index developed from the descriptor terms assigned to each entry in the first section. A list of journals cited, an author index, and a listing of other bibliographies on the topic are included. For related documents see ED 044 956, ED 044 999, ED 047 591, and ED 050 653. (WB)

ED 053 633 48 FL 002 521

Dato, Daniel P.

Research Handbook on Children's Language Learning, Preliminary Edition. Final Report.

Institute of International Studies (DHEW/OE), Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-7-2637
Pub Date 71

Contract—OEC-2-7-002637-3036

Note—61p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bilingualism, *Child Language, *Instructional Materials, Language Classification, *Language Development, Language Fluency, *Language Research, Linguistic Competence, Linguistic Patterns, Psycholinguistics, Research Methodology, *Second Language Learning, Structural Analysis, Verbal Development

This handbook serves as an introduction to the study of children's language development and as a supplementary aid in the training of research workers in the field of children's language learning. As a teaching aid, it is suggested this work be used with a film entitled "Psycholinguistic Research Techniques: Children's Language." Major chapters cover: (1) language acquisition as

a field of psycholinguistic research, (2) native-language acquisition, and (3) second-language learning and bilingualism. A transcript of the film sound track is appended and a bibliography provided. (RL)

ED 053 634

FL 002 524

Oetiker, Rosemary

Culture Curriculum for German, Level II.

Half Hollow Hills High School, Dix Hills, N.Y.

Pub Date Jul 70

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cross Cultural Studies, Cultural Context, *Cultural Education, Geography, *German, Instructional Improvement, *Instructional Materials, International Education, *Language Instruction, Language Learning Levels, Modern Languages, Secondary Schools, Sociocultural Patterns, *Teaching Guides, Teaching Techniques

This teacher's guide to cultural instruction in a level-2 German course is designed to be used with the text "Deutsch, Erstes Buch, Erster Teil." Instructional observations pertain to the seventh through the 12th lessons and comprise the major portion of this text including: (1) die Eisenbahn, (2) Reisen und Essen in Deutschland, (3) die Familie, (4) Geographie, (5) die deutschen Schulen, and (6) Feiertage in Deutschland. The appendix contains a listing of German first names, classroom expressions, and a list of well-known Germans. Several maps of Germany are included. (RL)

ED 053 635

FL 002 529

Cooper, Ina Palumbo, Marilyn

Culture Curriculum for Spanish, Level 2.

Half Hollow Hills High School, Dix Hills, N.Y.

Pub Date Jul 70

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cross Cultural Studies, Cultural Background, Cultural Differences, *Cultural Education, *Curriculum Guides, Educational Improvement, *Language Instruction, Modern Languages, *Secondary Schools, Sociocultural Patterns, *Spanish, Spanish Speaking, Supplementary Reading Materials, Teaching Methods, Teaching Techniques

This curriculum guide is presented as a supplement to the text "Learning Spanish the Modern Way, Book 2" (lessons 15-23). Topics included are designed for the level-2 program by the New York State syllabus and emphasize cultural aspects of life in Spain and Mexico. The importance of Spanish, geography of Mexico and Spain, Spanish influence in the United States, and customs and cultural patterns of Mexico and Spain are discussed. Commentary on the objectives, general methodology, suggested class activities, program evaluation, and a listing of primary and secondary sources are presented. (RL)

ED 053 636

FL 002 530

Hall, Ruth Wellman

Culture Curriculum: French, Level II.

Half Hollow Hills High School, Dix Hills, N.Y.

Pub Date Jul 70

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cross Cultural Studies, Cultural Context, *Cultural Education, *Educational Objectives, *French, Instructional Materials, *Language Instruction, Language Learning Levels, Modern Languages, Secondary Schools, Sociocultural Patterns, *Teaching Guides, Teaching Methods

This teacher's guide to cultural instruction at level 2 integrates materials derived from several sources. The guide is based on: (1) suggestions from "French for Secondary Schools," New York State Education Department; (2) general information concerning the geography, products, industries, regions, cities of France, the French Union, and the city of Paris; and (3) a guide to cultural instruction for use with "Learning French the Modern Way, Book Two." Descriptions of specific cultural traits are characterized by paragraph-length observations of a generalized nature. (RL)

ED 053 637

FL 002 531

Howard, Larry M. Loew, Helene Z.

Culture Curriculum for German, Level I.

Half Hollow Hills High School, Dix Hills, N.Y.

Pub Date Jul 69

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cross Cultural Studies, Cultural Context, *Cultural Education, *German, Instructional Improvement, *Instructional Materials, *Language Instruction, Language Learning Levels, Modern Languages, Reading Materials, Secondary Schools, Sociocultural Patterns, *Teaching Guides, Teaching Techniques

This teacher's guide to cultural instruction in a level-1 German course is designed to be used with the text "Deutsch, Erstes Buch, Erster Teil." Instructional observations pertain to the first eight lessons of the text and comprise the major portion of this text including: (1) die Post, (2) München, (3) Sport in Deutschland, (4) die deutschen Läden, (5) das Auto, (6) die Bucherei, (7) die Eisenbahn, and (8) Reisen und Essen in Deutschland. Comments on decoration of the German classroom and the pre-reading phase are offered. A listing of German first names for boys and girls and common German sayings conclude the work. (RL)

ED 053 638

FL 002 532

Black, Georgeanne Di Pietro, Lucille

Culture Curriculum for French, Level I.

Half Hollow Hills High School, Dix Hills, N.Y.

Pub Date Jul 69

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cross Cultural Studies, *Cultural Education, *Educational Objectives, Educational Philosophy, *French, Instructional Materials, *Language Instruction, Modern Languages, Secondary Schools, Sociocultural Patterns, Student Evaluation, *Teaching Guides, Teaching Methods

This teacher's guide to the text "Learning French the Modern Way, Book 1" correlates course materials with the New York State syllabus. The philosophy, course objectives, and approach to cultural instruction are discussed and the distribution of cultural content outlined. Suggestions for group activities and semester projects and remarks concerning student evaluation are included. (RL)

HE

ED 053 639

HE 002 189

Student Manpower. Report of the Atlanta Student Manpower Project for the U.S. Department of Labor.

Southern Regional Education Board, Atlanta, Ga. Spons Agency—Department of Labor, Washington, D.C.

Pub Date 1 Mar 70

Note—70p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Students, *Community Service Programs, Higher Education, *Internship Programs, *Manpower Utilization, Surveys Identifiers—*Atlanta Student Manpower Project

The purpose of the Atlanta Student Manpower Project was to coordinate and report on a variety of efforts that utilized student manpower for community service to effectuate a large scale service-learning program. The major components of the project were: (1) the development and experience of the Atlanta Urban Corps through which 300 students carried out internships with community organizations during June through December 1969; (2) a survey identifying existing programs in colleges and universities that provide students with service experiences in community social and economic programs; (3) an exploration of student manpower utilization by federal agencies, private business, and other community agencies; (4) a student manpower survey of 1,670 students enrolled in Atlanta colleges; (5) the Atlanta Service-Learning Conference held June 30-July 1, 1969; and (6) the general internship experience of the Southern Regional Education Board. This report presents: (1) a summary of the conclusions; (2) some observations on student manpower; (3) a discussion of the projects; and (4) a list of recommendations. (AF)

ED 053 640

HE 002 257

Higher Education Personnel Training Programs 1971-1972; Fellowship Programs (Part E, Education Professions Development Act, P.L. 90-35).

Office of Education (DHEW), Washington, D.C.

Report No.—OE-58028-72

Pub Date 71

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Researchers, *Federal Programs, *Fellowships, *Graduate Study, *Higher Education, Junior Colleges, Teachers
Identifiers—*Higher Education Personnel Training Programs

The objective of the Higher Education Personnel Training Programs is to assist institutions of higher education in meeting critical shortages of highly qualified personnel who are serving or preparing to serve as teachers, administrators, or educational specialists in 2- and 4-year colleges and universities. The fellowships are awarded for 1 or 2 years, depending upon the requirements of the approved programs. This document presents information on eligibility and application procedures, and lists the approved programs and fellowship allocations for 1971-72 by: (1) state; (2) institution; (3) program title and program director; (4) type of personnel trained, degree awarded, and educational level for which fellows are trained; and (5) number of fellowships. (AF)

ED 053 641

HE 002 348

The Harvard College Class of 1970.

Harvard Univ., Cambridge, Mass.

Pub Date Dec 70

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Choice, *Career Planning, *College Graduates, College Students, *Graduate Study, Higher Education, Surveys
Identifiers—*Harvard College

This report is primarily based on a survey taken of the Harvard Class of 1970 in May of that year. It identifies and discusses four major trends in which this class differs from its predecessors. (1) A significantly higher number of 1970 seniors were undecided about their immediate or long-range plans after graduation. (2) There was a substantial decline in the proportion of seniors planning to continue their education immediately after graduation; many desired a 1- to 3-year transitional period before making a professional commitment. (3) Their graduate school plans differed substantially from those who graduated 4 or 5 years earlier; fewer planned academic careers, while more were interested in attending medical or law school. (4) Many found it much harder to find the kind of job desired, and some actively sought positions that made few intellectual demands on them. The report also offers some recommendations that include: (1) increased time off before starting college; (2) more opportunity for field work related to the student's interests; (3) increased term-time and more attention to providing students with summer employment; and (4) more interaction between students and professionals in fields other than higher education. Comparative tables are included in the appendix. (AF)

ED 053 642

HE 002 373

Moses, Stanley

The "New" Domain of Post-Secondary Education.

Syracuse Univ. Research Corp., N.Y. Educational Policy Research Center, Syracuse, N.Y.

Pub Date 1 May 71

Note—9p.; Paper prepared for the Educational Staff Seminar on Alternatives in Post-Secondary Education, Syracuse University Research Corporation, April 30-May 1, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, Cocurricular Activities, *Educational Policy, Financial Support, *Innovation, Policy Formation, *Post Secondary Education, Professional Continuing Education, *Public Policy, *Relevance (Education), Vocational Education

This paper argues that government agencies have traditionally been concerned with recording and reporting only the dimensions of the formal "Core" of educational activity—the sequential ladder ranging from kindergarten through graduate and professional schools. Missing is a similar recording of participation in the "Educational Periphery"—vocationally oriented programs in business, government, the military, proprietary schools, and anti-poverty programs as well as culture and leisure oriented programs in Core institutions such as religious education, television, correspondence courses and private associations. According to data drawn from various sources, the total learning force, in terms of 1970 head count participation, is about evenly divided between the Core and the Periphery. Public and governmental acknowledgement of the

Periphery's size and significance should lead to a re-evaluation of educational priorities, to innovation within Core institutions, and to a new understanding of the variety of alternative possibilities for individual learning and for public policy. (JS)

ED 053 643

HE 002 374

DeWitt, Laurence B.

A Lottery System for Higher Education.

Syracuse Univ. Research Corp., N.Y. Educational Policy Research Center, Syracuse, N.Y.

Pub Date 1 May 71

Note—8p.; Paper prepared for the Educational Staff Seminar on Alternatives in Post-Secondary Education, Syracuse University Research Corporation, April 30-May 1, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Admission Criteria, *College Admission, *Educational Policy, *Equal Education, Higher Education
Identifiers—*Lottery System

Both students and society have similar interests in higher education. It is valued by students as the key to lucrative and desirable careers and society needs trained personnel. Secondly, a college education can provide aesthetic and intangible experiences and society needs an enlightened and culturally concerned citizenry. The primary interest of colleges and universities, however, is in maintaining prestige. To maintain status, the "best" schools enroll the "best" students; graduates, in turn, are the most valued. Interns of 2 major concerns—the welfare of and the equitable treatment of individuals—it can be contended that all college applicants should have an equal chance of being admitted to the college of their choice. This could be accomplished by adoption of a random admissions procedure such as a lottery system. (JS)

ED 053 644

HE 002 375

Green, Thomas F.

Breaking the System: The Redistribution of Educational and Non-Educational Goods.

Syracuse Univ. Research Corp., N.Y. Educational Policy Research Center, Syracuse, N.Y.

Pub Date 1 May 71

Note—9p.; Paper prepared for the Educational Staff Seminar on Alternatives in Post-Secondary Education, Syracuse University Research Corporation, New York, April 30-May 1, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Objectives, *Educational Policy, *Equal Education, Higher Education, *Post Secondary Education, Public Policy, *Universal Education

This paper explains why expansion of post-secondary education will not bring about a redistribution of certain other goods in American life. The educational system must distribute its benefits in certain ways, to certain people and for certain purposes. These factors all relate to problems of access, quality and goals. The American educational system is sequential, offers schooling up to a level that everyone must complete, and is selective beyond that level. No society has been able to expand its educational enterprise to include participation of the lower class in proportion to their numbers until the system is first saturated by the upper and middle classes. Thus, as the group of last entry approaches the target level of education, the target moves. This type of growth at the top results in more people spending more of their lives in the educational system, but not in fundamental changes in the system. Universalizing higher education makes it not a choice but a necessity. We should consider moving toward a national policy that provides for each individual a litigious claim to 15 years of education at public expense. But there should be no requirement that the years be spent consecutively in formal core or peripheral institutions, nor any but the most general restrictions as to content. (JS)

ED 053 645

HE 002 376

Marien, Michael

Credentialed in Our Ignorant Society.

Pub Date 1 May 71

Note—9p.; Paper prepared for the Educational Staff Seminar on Alternatives in Post-Secondary Education, Syracuse University Research Corporation, New York, April 30-May 1, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Credentials, *Evaluation Criteria, Higher Education, *Leadership, *Performance Criteria, *Public Policy

All societies have procedures for selecting who will occupy important positions. The use of credentials characterizes our system of social selection, and our worship of them has created the following problems: an artificial demand for education, artificial restraints to learning, the overlooking of obsolescence, generational inversion (wherein the young have an advantage over the old), artificial social classes, and the myth of the well educated nation. There are 3 basic alternatives which appear more desirable than the present system: create a genuine meritocracy that would ensure that credentials reflect abilities of all persons, at all times, and in all places; abandon the use of credentials and evaluate actual job performance; or combine the first 2 alternatives so that persons could be judged according to a wide range of accomplishments and attributes. The federal government could hasten adoption of 1 of these alternatives by considering outside regulation of social selection as well as internal reforms. (JS)

ED 053 646

HE 002 377

Tussing, A. Dale

Campus Disaffection, Present and Future.

Syracuse Univ. Research Corp., N.Y. Educational Policy Research Center, Syracuse, N.Y.

Pub Date 1 May 71

Note—11p.; Paper prepared for the Educational Staff Seminar on Alternatives in Post-Secondary Education, Syracuse University Research Corporation, New York, April 30-May 1, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Objectives, *Educational Policy, Higher Education, *Objectives, *School Policy, *Student Alienation

Disaffection with the schools stems largely from a crisis of purpose. The schools' client population can be sorted into 3 main groups: the makers and the non-makers (both of whom see the schools as vehicles for attaining adequate success) and the post-makers. The post-makers take material well-being for granted and reject the traditional image of the schools as a means for achieving economic success and happiness. There are different types of disaffection: that of the non-makers who fail to make it through the schools and that of the post-makers who are dissatisfied with the schools' purposes. Schools are dominated by the makers who are likely to view non-makers as ignorant failures and post-makers as unrealistic or dangerous. The 2 latter groups, in turn, view makers as sell-outs. Disaffection and conflict in the schools is likely to continue and the post-maker group is likely to grow. Policy prescriptions are more in the nature of "don't" than "do's." It is clearly important, however, to maintain a truly pluralistic school system and, in seeking new purposes for schools, to keep in mind that it is more important that post-makers find a purpose in life than that schools find a new reason for being. "But there ought to be a connection." (JS)

ED 053 647

HE 002 378

Wright, Robert E.

Doctor of Arts Degree Programs Now Offered by Universities.

Washington Univ., Seattle.

Note—4p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Doctoral Degrees, *Doctoral Programs, Higher Education, *Surveys, *Teacher Education

Identifiers—*Doctor of Arts Degree

This paper reports a survey conducted to determine which colleges and universities offer the Doctor of Arts degree. All 252 listed in Peterson's 1971 ANNUAL GUIDES TO GRADUATE EDUCATION as offering doctoral programs or as "universities" were sent a double postcard. One postcard explained the survey. The second, with a return address, asked for dates and departments: (1) now offering the DA; (2) proposing to offer the DA; and (3) considering the DA. Of the 199 institutions that responded, 34 offer or are planning to offer the DA. A table itemizes the data from these 34 institutions, and a brief discussion covers highlights from the responses. (JS)

ED 053 648

HE 002 380

Warga, Richard G.

Student Expense Budgets of American Colleges and Universities for the 1968-69 Academic Year.

Educational Testing Service, Princeton, N.J.

Pub Date Mar 68

Note—67p.; College Scholarship Service Technical Reports

Available from—Educational Testing Service, Princeton, New Jersey 08540

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Costs, *Educational Finance, *Fees, *Financial Needs, Higher Education, *Student Costs, Tuition

This annual booklet furnishes information on the costs of attending U.S. colleges and universities. Data on some Canadian and a number of community colleges are also included. The expenses reported cover a 2-term academic year. Each entry is divided into sections on: tuition and fees, resident budgets, commuting budgets, and out-of-state charges. An asterisk indicates whether the institution has a guaranteed tuition or fixed-loan plan. The publication is intended to: help financial aid officers set appropriate schooling allowances as adjustments to entries made in the "Parents' Confidential Statements"; facilitate cooperation among institutions on awards to mutual aid candidates; and serve as a ready aid to scholarship sponsors. (JS)

ED 053 649

HE 002 381

Horch, Dwight H. Sharon, Amiel T.

Estimating Parents' Contribution to College Costs. The Accuracy of Three Measures of Succeeding Year Family Net Income.

Educational Testing Service, Princeton, N.J.

Report No.—RB-71-20; RDR-70-71-8

Pub Date May 71

Note—26p.

Available from—Educational Testing Service, Princeton, New Jersey 08540

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Costs, *Family Income, *Financial Needs, Higher Education, *Predictive Measurement, *Predictor Variables, Student Costs

The accuracy of 3 measures of future income was investigated for a sample of families filing Parents' Confidential Statements with the College Scholarship Service (CSS). Measures were: parents' reports of current (1968) income; parents' estimates of 1969 income; and predictions of 1969 income made by application of least squares regression parameters to parents' estimate of income. Two types of accuracy were considered: that of prediction assessed by the correlation between current or estimated income and the actual 1969 income. Analysis indicated that the best single predictor was estimated income, followed closely by current income. The accuracy of each income measure was also investigated by assessing median discrepancies between parents' contribution associated with each income measure and the contribution associated with actual 1969 income. Current and estimated income result with about equal frequency in substantial undercalculations of parents' contribution. But use of current rather than estimated income would result in substantial overcalculations for approximately 31,000 CSS families. Needs analysis procedures relying on current or estimated income, therefore, place low income families at a disadvantage by overstating their future year income. (JS)

ED 053 650

HE 002 382

Bowman, James L. Weiss, Gertrude S.

Measuring the Financial Strength of Family Assets.

Educational Testing Service, Princeton, N.J.

Pub Date Dec 70

Note—17p.

Available from—College Scholarship Service, Educational Testing Service, Princeton, New Jersey 08540

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Costs, *Educational Finance, *Family Income, *Family Resources, *Financial Support, Higher Education, *Student Costs In the fall of 1965, the College Scholarship Service (CSS) made changes in their procedures for determining support of a student's educational expenses from family assets. The changes were undertaken in recognition of the fact that any method of determining ability to pay for college costs, in order to be logical and equitable, must relate to the total financial strength of the family. This report reviews the treatment of assets in CSS need analysis procedures and recommends changes indicated in light of current economic conditions. (JS)

ED 053 651

HE 002 383

Cavanaugh, William J.

Student Expense Budgets of Colleges and Universities for the 1969-70 Academic Year.

Educational Testing Service, Princeton, N.J.

Pub Date Feb 69

Note—67p.; College Scholarship Service Technical Report

Available from—College Scholarship Service, Educational Testing Service, Princeton, New Jersey 08540

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Costs, *Educational Finance, *Fees, *Financial Support, Higher Education, *Scholarships, Student Costs, *Tuition

This annual report provides information about the costs of attending colleges and universities. Although most of the institutions listed are in the US, some Canadian institutions are included as well as a number of junior and community colleges. Specific purposes of this publication are to: help financial aid officers verify schooling allowances; facilitate cooperation among colleges with mutual aid applicants; serve as a reference for scholarship sponsors; and create a greater awareness of college costs and subsequent demand for financial aid to students. Expenses reported cover a normal academic year. Data are divided into sections on: state, tuition and fees, resident budgets, and out-of-state charges. Preceding presentation of the tabular data is an explanation of the role of the College Scholarship Service. (JS)

ED 053 652

HE 002 384

Warga, Richard G.

Student Expense Budgets of American Colleges and Universities for the 1967-68 Academic Year.

Educational Testing Service, Princeton, N.J.

Pub Date Mar 67

Note—112p.; College Scholarship Service Technical Report

Available from—College Scholarship Service, Educational Testing Service, Princeton, New Jersey 08540

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Costs, *Educational Finance, *Fees, *Financial Support, Higher Education, *Scholarships, Student Costs, *Tuition

This annual report provides information about the costs of attending colleges and universities. Although most of the institutions listed are in the US, some Canadian institutions are included as well as a number of junior and community colleges. Specific purposes of this publication are to: help financial aid officers verify schooling allowances; facilitate cooperation among colleges with mutual aid applicants; serve as a reference for scholarship sponsors; and create a greater awareness of college costs and a subsequent demand for financial aid to students. Expenses reported cover a normal academic year. Data are divided into sections on: state, tuition and fees, resident budgets, commuting budgets, and out-of-state charges. (JS)

ED 053 653

HE 002 385

Cavanaugh, William J.

Student Expense Budgets of Colleges and Universities for the 1970-71 Academic Year.

Educational Testing Service, Princeton, N.J.

Pub Date Feb 70

Note—120p.; College Scholarship Service Technical Report

Available from—College Scholarship Service, Educational Testing Service, Princeton, New Jersey 08540

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Costs, *Educational Finance, *Fees, *Financial Support, Higher Education, *Scholarships, Student Costs, *Tuition

This annual report provides information about the costs of attending colleges and universities. Although most of the institutions listed are in the US, some Canadian institutions are included as well as a number of junior and community colleges. Specific purposes of this publication are to: help financial aid officers verify schooling allowances; facilitate cooperation among colleges with mutual aid applicants; serve as a reference for scholarship sponsors; and create a greater awareness of college costs and a subsequent de-

mand for financial aid to students. Expenses reported cover a normal academic year. Data are divided into sections on: state, tuition and fees, resident room and board, home room and board, resident budget, commuting budget, and out-of-state charges. Preceding presentation of the tabular data is an explanation of the role of the College Scholarship Service. (JS)

ED 053 654

HE 002 386

Cavanaugh, William J.

Student Expense Budgets of Colleges and Universities for the 1971-72 Academic Year.

Educational Testing Service, Princeton, N.J.

Pub Date Mar 71

Note—137p.

Available from—College Scholarship Service, Educational Testing Service, Princeton, New Jersey 08540

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Costs, *Educational Finance, *Fees, *Financial Support, Higher Education, *Scholarships, Student Costs, *Tuition

This annual report provides information about the costs of attending colleges and universities. Although most of the institutions listed are in the US, some Canadian institutions are included as well as a number of junior and community colleges. Specific purposes of this publication are to: help financial aid officers verify schooling allowances; facilitate cooperation among colleges with mutual aid applicants; serve as a reference for scholarship sponsors; and create a greater awareness of college costs and a subsequent demand for financial aid to students. Expenses reported cover a normal academic year. Data are divided into sections on: state, tuition and fees, resident room and board, home room and board, resident budget, commuting budget, and out-of-state charges. (JS)

ED 053 655

HE 002 387

Horch, Dwight H.

Expense Budgets of Self-Supporting Students 1967-68 and 1968-69.

Educational Testing Service, Princeton, N.J.

Pub Date Mar 71

Note—44p.

Available from—College Scholarship Service, Educational Testing Service, Princeton, New Jersey 08540

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Costs, *Educational Finance, *Family Income, *Family Resources, *Financial Support, Higher Education, Scholarships, *Student Needs

In December 1967, the College Scholarship Service launched an experimental program for need analysis of students who might be independent of support from their parents. In response to the announcement, 434 colleges and universities indicated their interest in using the data collection document, the Student's Confidential Statement (SCS), as well as central computation services of CSS. In 1968-69, 995 institutions used the SCS. This paper presents a summary of expenses reported by persons who filed SCSs with CSS during the first 2 years of the program. These expense budgets are compared with 2 independently constructed budgets and, as a result of the comparison, national and regional moderate budget standards are suggested for use in assessing needs of self-supporting students. Procedures are also suggested for financial aid officers who wish to construct local budgets for self-supporting students. The closing pages of this report present selected percentiles by family status category for each SCS expense item. (JS)

ED 053 656

HE 002 388

Bowman, James L.

Some Thoughts and Reflections Regarding Parental Ability to Pay for Higher Education.

Educational Testing Service, Princeton, N.J.

Pub Date Dec 70

Note—25p.

Available from—College Scholarship Service, Educational Testing Service, Princeton, New Jersey 08540

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Educational Finance, *Family Income, *Financial Support, Higher Education, *Measurement Techniques, *Student Needs

This paper discusses questions regarding standards used by the College Scholarship Service (CSS) to measure expected parental contributions to their children's college education. It deals with problems regarding establishment of low and moderate budget levels, family size, discretionary income, and alternative measurement procedures. After extensive discussion of proposed changes in CSS procedures, it is recommended that the current CSS curves of expectation be extended downward to provide for a negative contribution. (JS)

ED 053 657

HE 002 389

Bowman, James L. Weiss, Gertrude S.
Expected Contribution Toward Educational Costs:
Suggested Revisions for 1969-70.

Educational Testing Service, Princeton, N.J.

Pub Date Sep 69

Note—28p.

Available from—College Scholarship Service,
Educational Testing Service, Princeton, New
Jersey 08540

EDRS Price MF-\$0.65 HC Not Available from
EDRS.

Descriptors—*Educational Finance, *Family Income,
*Family Resources, *Financial Needs,
*Financial Support, Higher Education

Significant changes have occurred in parental contributions expected from various income levels over the last 15 years, reflecting the changing nature of institutions, the general availability of financial aid resources, and general changes in the economy. The purpose of this paper is to trace the evolution in College Scholarship Service procedures for determining the expected parental contribution toward educational costs and to suggest certain revisions in current procedures based on data recently published by the Bureau of Labor Statistics. It is recommended that the expected contribution from low income families be reduced by about \$200; that contributions from middle income families remain generally the same; and that the expected contribution from high income families be substantially increased. (JS)

ED 053 658

HE 002 390

Horch, Dwight H.
Summary Statistics: Parents' Confidential Statements
Filed with College Scholarship Service
during 1966-67.

Educational Testing Service, Princeton, N.J.

Pub Date Nov 69

Note—26p.

Available from—College Scholarship Service,
Educational Testing Service, Princeton, New
Jersey 08540

EDRS Price MF-\$0.65 HC Not Available from
EDRS.

Descriptors—*Educational Finance, *Family Income,
*Financial Needs, *Financial Support,
Higher Education, *Statistical Data, Student
Needs

Identifiers—*Parents Confidential Statement

The Parents' Confidential Statement (PCS) is the instrument used by the College Scholarship Service (CSS) to assess a student's financial needs. The form is designed to collect information about a family's income, expenses, assets, and liabilities. Post-secondary institutions using the PCS instruct aid candidates to forward the completed form to the CSS for analysis. Following evaluation of the PCS, the CSS estimates the family's financial need according to standards established by member colleges and universities. A statement and report are then sent to the institution or scholarship agency designated by the candidate. As a result of processing PCSs, the CSS gathers a large body of data about student financial aid candidates. Annual summary statistics, a by-product of the processing system, are prepared so that the CSS staff can evaluate and refine the needs analysis system. The summary statistics also provide insight into demographic and economic changes in the national CSS population, and enable college personnel to compare characteristics of their financial aid candidates with those of the national population. (JS)

ED 053 659

HE 002 391

Bowman, James L.
On the Determination of Effective Income in CSS
Needs Analysis Procedures.

Educational Testing Service, Princeton, N.J.

Pub Date Dec 69

Note—23p.

Available from—College Scholarship Service,
Educational Testing Service, Princeton, New
Jersey 08540

EDRS Price MF-\$0.65 HC Not Available from
EDRS.

Descriptors—*Educational Finance, *Financial Needs,
*Financial Support, Higher Education,
*Student Needs

This paper sets forth a critique of the effective income concept currently (1969) in use by the College Scholarship Service in its needs analysis system, and proposes certain changes in the allowance structure. Basically, the proposed changes are: (1) that provision be made for including state income and sales taxes as an allowance in computing effective income; (2) that a variable housekeeping allowance based on size of income for working mothers be substituted for the current allowance of 25% of income; (3) that a variable base amount for medical expenditures based upon income be substituted for the current base amount of \$600; (4) that provision be made for including ALL debt (excepting automobile debt) as an allowance in computing effective income; (5) that the provision of an allowance for tuition expenses at feecharging elementary and secondary schools be discontinued. (JS)

ED 053 660

HE 002 398

Friedelson, Ina, Ed.

Patterns for Progress in Aging: A Plan to Span;
Work-Study in Social Gerontology: A Demonstration
Project at the University of Denver.

Social and Rehabilitation Service (DHEW),
Washington, D.C.

Report No.—AOA-190

Pub Date Jun 70

Note—51p.; Administration on Aging

Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,
D.C. 20402 (\$0.45)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Students, Geriatrics,
Higher Education, *Human Services, *Older
Adults, *Work Experience Programs
Identifiers—*Denver University

The goals of the work study project: Services to the Aging conducted at the University of Denver, were: (1) to sensitize the undergraduate students participating in it in their understanding of the role and functioning of older people in a changing social structure; and (2) through a field work and academic program, to acquaint students with the occupational and professional potentials in the field of social gerontology. The report discusses: (1) the initiation of the project at Denver University, the project staff, student recruitment, agency involvement and student placement, and project funding; (2) the organization and structure of the project, including the academic program, the field experience program, and the special projects; and (3) the evaluation of the project, including the evaluation procedures, the project's achievements and its pitfalls and problems. The general conclusion was that students found work in "difficult" assignments, i.e., work involving physically or emotionally dependent and/or disabled aging persons, more rewarding than in the "easy" assignments. Evaluation forms, attitude tests and a follow-up questionnaire are included in the appendices. (AF)

ED 053 661

HE 002 400

Melanson, Philip H. Tenzer, Morton J.
Education and Training for the Public Service in
Connecticut.

Connecticut Univ., Storrs. Inst. of Urban
Research.

Pub Date Dec 70

Note—68p.; Urban Research Report 18

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Doctoral Degrees, Evaluation, *Fellowships,
*Graduate Students, Higher Education,
Predictive Validity, *Research, *Sciences,
*Selection

Identifiers—*National Science Foundation Fellowships

This report of the findings of 14 years of research in fellowship selection techniques under the National Science Foundation Graduate Fellowship Program is organized primarily under research topics, though changes in panel procedures and data processing introduced either on the basis of the research findings or through less formalized experience are also briefly dealt with. Discussed are: (1) reliability of the evaluation

instruments and procedures; (2) the aids used in determining quality groups; (3) the extent to which each of the predictor variables available to fellowship panels could predict doctorate attainment, and the validity of the composite of such predictors; (4) measures that best predicted on-the-job effectiveness; (5) candidate differences by field, region, and by later employer category; (6) findings on the use of multidisciplinary panels, of institutional variations among the fellowship candidates, of employer categories of fellowship candidates 6 to 9 years after application, and on questionnaire returns; and (7) a context for interpretations and conclusions based on the NSF Fellowship Program. (AF)

ED 053 662

HE 002 401

Harmon, Lindsay R.
Fourteen Years of Research on Fellowship Selection: A Summary.

National Academy of Sciences - National
Research Council, Washington, D.C.

Report No.—Publ-1420

Pub Date 20 Jul 66

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*City Government, *Educational Needs, Government Employees, *Higher Education, Inservice Education, *Public Administration Education, *State Government
Identifiers—*Connecticut

This report, prepared for the New England Board of Higher Education (NEBHE), is one of six concerned with the public service training and education needs of the New England states. Section I discusses the background and tradition of public service training in Connecticut. Section II deals with in-service training programs provided by state and local agencies, by the Institute of Public Service at the University of Connecticut, and by other institutions. The third section examines the basic philosophy and theory underlying the structure of personnel training and education in the State, and the response of educational institutions to the State's manpower needs. Section IV discusses current characteristics of public service training in Connecticut, including the need to improve the image of governmental service and the whole training and education effort. Section V deals with the need for public service training and education in state and local government, including the need for top-level commitment to the realization of executive level training. Section VI examines the relationship between present and future training policies and the effectiveness and implementation of public policy; and Section VII considers 5 alternatives for meeting the requirements of public service education. (AF)

ED 053 663

HE 002 406

Federal Support of Basic Research in Institutions
of Higher Learning.

National Academy of Sciences, Washington, D.C.
Committee on Scientific and Technical Communication.

Pub Date 64

Note—109p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Federal Aid, *Federal Programs,
Higher Education, *Scientific Research,
*Scientists, *Universities

This study of the relationship between academic science and the federal government was undertaken at the request of the NAS membership at the annual meeting of 1963. Three main elements were considered: the federal government, institutions of higher education, and the scientific community, most of whom were also members of teaching faculties. Among the major questions considered are: what are the policies by which accountable support can effectively advance scientific inquiry in the common interest; and how can inaccurate conceptions of both necessary freedom for scientific research and the accountability of funds be prevented from stifling the fruits of research? The discussion covers: The Role of Basic Research and the Scientist in Mid-Twentieth Century America; The Heritage Available in 1939; World War II, The OSRD Creates the Interrelated System; The Government-University Alliance, 1945-1950; Maturation of the System, 1950-1957; After Sputnik: Profile of the Government's Present Role in Science; Principles for the Project System; and The Role of the Institutions of Higher Learning in the Operation of the Project System. (JS)

ED 053 664 HE 002 407

Opening the Door to College Study; What Every High School Student Needs to Know about Regents Scholarships and Scholar Incentive Awards.

New York State Education Dept., Albany. Regents Examination and Scholarship Center.

Pub Date 71

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Tests, *College Bound Students, *Financial Support, *Grants, Higher Education, *Scholarships

Identifiers—*New York State

This booklet provides information about scholarships, grants and loans available in New York State. Discussed are: (1) the types of regents scholarships, which include the Regents College Scholarship, the Regents Scholarship for Basic Professional Education in Nursing, and the Regents Scholarship at Cornell University; (2) how to apply for a Regents Scholarship and how financial need is determined; (3) the eligibility for, benefits of, and application for a Regents Child-of-Veteran Grant; (4) eligibility, application, and amount of Scholar Incentive Grants; (5) the Regents Scholarship and College Qualifications Test and sample questions of this test. (AF)

ED 053 665 HE 002 410

Doctorate Recipients from United States Universities 1958-1966. A Statistical Report.

National Academy of Sciences, Washington, D.C. Committee on Scientific and Technical Communication.

Report No.—Publ-1489

Pub Date 67

Note—275p.

Available from—Printing and Publishing Office, National Academy of Sciences, 2101 Constitution Avenue, Washington, D.C. 20418

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Doctoral Degrees, *Doctoral Programs, *Statistical Data

This statistical handbook describes the growth in numbers of doctorates granted in various fields and corresponding growth in numbers of colleges and universities; delineates patterns of doctoral education in the US and shows changes that occur in transition from academic to professional work; describes US doctorate recipients of foreign origin and women doctorate recipients; and provides extensive institutional data in the appendices. The source of the data is the Doctorate Records File, a repository of information from the annual Survey of Earned Doctorates distributed to graduating Ph.Ds. The primary purpose of the report is to present useful data describing recent trends in US doctoral education. Little interpretive comment is included but "care has been taken to make the tables and figures as clear and self-explanatory as possible." (JS)

ED 053 666 HE 002 412

Academic Calendars; A Bibliography; Selected References on Academic Calendars in Higher Education through December, 1969

Amherst Coll., Mass.

Pub Date Apr 70

Note—42p.; Report of the Committee on Academic Calendars, American Association of Collegiate Registrars and Admission Officers, April, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Bibliographies, *Higher Education, *School Calendars

The listings in this bibliography on academic calendars in higher education include: books, monographs, handouts, faculty reports, general articles, essays, journalistic accounts, and empirical studies. The general bibliography is followed by an annotated section of particularly useful documents. In addition, there is a brief discussion of some workshops and conferences that have dealt with the subject of academic calendars, and of some sources that often contain useful information on the subject. Appended to this bibliography is a list of supplementary references through June 1970. (AF)

ED 053 667 HE 002 417

A Comparison of Environmental Perceptions of Student Subgroups in Residence Halls.

Missouri Univ., Columbia.

Pub Date 71

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Students, *Dormitories, Higher Education, *Institutional Environment, *Perception, Student Attitudes, *Student Characteristics

Identifiers—Columbia, *Missouri University

The purpose of this study was to determine the characteristics of students living in a quiet resident hall to assess how they differed from other resident hall students personally and in terms of their environmental perceptions of the University of Missouri at Columbia. Thirty-five students were randomly selected from 2 "quiet" halls and 35 from 2 conventional halls. Information was obtained on their SCAT scores, GPA, major, division, age, classification, and parental education, and they were administered Pace's College and University Environmental Scale (CUES). Their responses showed perceptions of the college environment along 7 dimensions: practicality, community, scholarship, awareness, propriety, campus morale, and teacher quality and faculty-student relationship. Employing the psychometric process of scoring, the findings showed a marked difference between the residents of quiet and conventional halls. The quiet hall resident was usually an older student, generally an upper classman, who perceives his environment as characterized by intellectuality, scholastic discipline, consideration for others, and propriety. (AF)

ED 053 668 HE 002 418

Augsburger, Jerry D.

An Analysis of Academic Performance of Working and Non-Working Students on Academic Probation at Northern Illinois University.

Missouri Univ., Columbia.

Pub Date 71

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Performance, Analysis of Variance, *College Students, *Employment, Higher Education, *Probationary Period

Identifiers—*Northern Illinois University

The purpose of this study was to investigate the academic performance of the following groups of fulltime undergraduate students on academic probation during the fall semester, 1970-71, at Northern Illinois University (NIU): (1) those students not employed; (2) students employed on-campus; and (3) students employed off-campus. Based on other research on this topic the hypothesis was that there would be no significant difference in academic performance among the groups. A questionnaire was sent to 247 students on probation asking them about their employment in terms of location and weekly hours worked. Two hundred and thirty-eight responded, of whom 161 were not employed, 33 were employed on-campus, and 44 were employed off-campus. A one-way analysis of variance was applied utilizing Duncan's New Multiple Range Test. The cumulative GPA prior to the fall semester was compared to the 1970-71 fall semester GPA, and the differences between these for each of the three groups were noted. No demonstrable differences in GPA's among the three groups were found when the students worked 20 hours or less a week. This, however, was not true for those who worked more than 20 hours. They received a significantly lower GPA. (AF)

ED 053 669 HE 002 419

Higher Education. NAM Public Policy Report.

National Association of Manufacturers, New York, N.Y. Education Committee.

Pub Date Jul 71

Note—16p.

Available from—Education Department, National Association of Manufacturers, 277 Park Ave., New York, N.Y. 10017

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Change, *Educational Finance, *Financial Problems, Grants, *Higher Education, Scholarships, *Tuition

Identifiers—*National Association of Manufacturers

Higher education is facing a financial crisis causing many institutions to cut back their budgets. These cutbacks can be attributed principally to improper pricing policies: higher education is "sold" at a great deal less than its cost of production. The two arguments for low-cost or free tuition—(1) the principle of equality of opportunity, and (2) the benefit that accrues to society—are demonstrably weak. Low-tuition

benefits primarily the middle-class student, and society benefits most from the lower grade-levels of education. Low tuition has some serious consequences: (1) it causes a rationing problem; (2) it disregards student motivation; (3) it raises dangers to the autonomy of the academy; (4) it threatens the existence of several private institutions; and (5) it results in a series of inequities for youth not continuing their education. The National Association of Manufacturers strongly advocates an increase in the forms, amounts, and availability of individual grants and loans to needy students and supports deferred tuition programs and other ideas aimed at reforming higher education. (AF)

ED 053 670 HE 002 420

Conference of Overseas Vice-Chancellors (Ottawa, September, 1970).

Association of Universities and Colleges of Canada, Ottawa (Ontario).

Pub Date Sep 70

Note—48p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Organization, *Chief Administrators, *Conference Reports, *Developing Nations, *Financial Support, Foreign Countries, Higher Education, Interinstitutional Cooperation, International Programs, *Universities

This conference was the 11th in a series of conferences attended by Vice-Chancellors from developing countries. This report presents: (1) summaries of the program discussions (centering around aid policy and machinery), and the progress, problems and needs of overseas universities; (2) a review of the Canadian, American, British, and West European aid programs, including some general observations on aid programs; and (3) discussions of efforts at regional cooperation in the developing countries among university organizations and administrations in those areas. Included in the appendices are: (1) a speech by Lester Pearson; (2) a review of Inter-University Council services; (3) manpower and training activities of the Inter-University Council; and (4) a list of conference participants. (AF)

ED 053 671 HE 002 422

Albrecht, W. P., Ed.

Journal of Proceedings and Addresses of the Association of Graduate Schools in the Association of American Universities (22nd, Montreal, October 22-23, 1970).

Association of Graduate Schools.

Pub Date 71

Note—113p.

Available from—Dean W.P. Albrecht, The Graduate School, The University of Kansas, Lawrence, Kansas 66044 (\$2.50)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Conference Reports, Educational Change, *Educational Finance, *Graduate Study, *Higher Education, *Teaching Assistants

Identifiers—*Association of Graduate Schools

The addresses and committee reports presented at the meeting of the Association of Graduate Schools include: (1) an editorial by W. Donald Cooke on the confusion over the direction graduate education should be taking; (2) a report by the President, Bryce Crawford, who feels that graduate admission must be highly selective and graduate instruction should remain at a high, "undiluted" level; (3) a report by the Committees on Federal Relations and on Communications with the Public; (4) reports of panel discussions on teaching assistants and on changes needed in graduate education; (5) reports of roundtable discussions on: the Doctor of Arts degree, post-baccalaureate education, minority group students, student financial aid and Federal support, employment of Ph.D's, and financial and academic aspects of the teaching assistant; and (6) reports of the Committees on Testing, Membership, International Education, Computers in Graduate Education, and Policies in Graduate Education. The remainder of the Proceedings is devoted to Association business, and lists the Deans and mailing addresses of member institutions. (AF)

ED 053 672 HE 002 428

Kaiser, Bruce T.

Student Life Styles and their Impact on College

Union Planning. Final Revised Copy.

Illinois State Univ., Normal.

Pub Date 24 Jun 71

Note—6p.; Paper presented at National Exposition of Contract Interior Furnishings, The Merchandise Mart, Chicago, Illinois on June 24, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Building Design, *College Students, *Higher Education, *Planning, *Student Needs, *Student Unions

Students have changed since 1815, when they were expected to reiterate what they learned in the classroom and were discouraged from having ideas of their own. Today's student is seriously concerned about his education and how it will prepare him for the future; he is no longer just a spectator at a lecture, and knows that education is not restricted to the classroom. The College Union, which early advocated education outside the classroom, is currently becoming one of the most important teaching stations in the university, and it is essential that the Union stay abreast of changing student needs. Yet, at this time of need for new Union buildings or renovations of old ones, higher education is facing a financial crisis and money is short everywhere. In planning for a new or renovated Union the following principles should be considered: (1) the need of a good planning team that includes student, faculty, and administrative representatives; (2) a study of the campus environment; (3) the development of a program; and (4) the design of a facility that fits the environment and is designed for function, change, flexibility, education, and economy of operation. (AF)

ED 053 673

HE 002 429

A Report on the Status of Women at the University of Washington; Part II, Undergraduate and Graduate Students.

Washington Univ., Seattle.

Pub Date May 71

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Performance, *College Students, *Discriminatory Attitudes (Social), Enrollment, *Females, Financial Support, *Graduate Students, Higher Education, *Social Discrimination

Identifiers—*Washington University (Seattle)

This report on the status of undergraduate and graduate women at the University of Washington presents information on: (1) admissions 1970, including undergraduate and graduate admissions procedures, summaries and analyses of undergraduate and graduate admissions data, admissions at the schools of dentistry, law, and medicine, and minority student enrollment and differential admission requirements; (2) women's academic performance in terms of their undergraduate grade-point average, undergraduate honors, and graduate achievements; (3) attrition, including attrition rates, the attitudes bearing on attrition, and the paucity of role models and counseling; (4) financial aids, including the distribution of grants, loans, and scholarships by sex, the number of scholarships, fellowships, and traineeships awarded for the academic year 1969-70 and the percentage received by women, women in subfaculty positions, and pay in work-study jobs; and (5) student employment and student housing. (AF)

ED 053 674

HE 002 430

Borgen, Fred H.

Predicting Career Choices of Able College Men from Occupational and Basic Interest Scales of the SVIB.

National Merit Scholarship Corp., Evanston, Ill. Spons Agency—Ford Foundation, New York, N.Y.; National Science Foundation, Washington, D.C.

Report No.—NMSC-RR-Vol-7-NO-9-1971

Pub Date 71

Note—19p.

Available from—Research Division, National Merit Scholarship Corporation, 990 Grove Street, Evanston, Illinois 60201

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Choice, College Majors, *College Students, Higher Education, *Interest Scales, *Predictive Validity, *Superior Students

Identifiers—*Strong Vocational Interest Blanks
High ability men, who were winners of National Merit Scholarships in 1966, were used to study the capacity of precollege Strong Vocational Interest Blanks (SVIB) to predict major and career choices at the end of college. Criterion groups contained 1,031 men in 16

major fields and 780 men planning to enter 10 career fields. SVIB Occupational and Basic Scales were compared, using both univariate and discriminant function predictive methods. For each of the four predictor-criterion conditions a moderately high level of prediction was possible. The Basic Scales, as a predictor set, performed as well as the Occupational Scales. To indicate the interest similarities of scholars who entered different career fields, criterion groups were plotted in the reduced discriminant space. The results support the use of the Basic Scales in research and counseling and exemplify the utility of the discriminant function method for the validation of interest measures. (Author)

ED 053 675

HE 002 431

Watley, Donovan J.

Characteristics of Academic "Brains" in Different Career Fields.

National Merit Scholarship Corp., Evanston, Ill. Spons Agency—Ford Foundation, New York, N.Y.; National Science Foundation, Washington, D.C.

Report No.—NMSC-RR-Vol-7-NO-7-1971

Pub Date 71

Note—19p.

Available from—Research Division, National Merit Scholarship Corporation, 990 Grove Street, Evanston, Illinois 60201

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Choice, Higher Education, *Individual Characteristics, *Professional Education, *Student Characteristics, *Superior Students

Identifiers—*Merit Scholars

Men who received Merit Scholarships in 1956 and 1957 were followed up in 1965 to determine their educational and career progress. Information was available for 984 of the 1,005 living male Scholars who won Merit awards during that period. Emphasis was placed on Scholars who entered 5 career fields: engineering, medicine, law, the social sciences, and the physical sciences. Clear differences were found among the Scholars in these groups on a variety of variables: family background characteristics, measured scholastic ability, academic aspirations and achievements, activities and marital status, political views, and personal goals. (Author)

ED 053 676

HE 002 432

Watley, Donovan J.

Bright Black Youth: Their Educational Plans and Career Aspirations.

National Merit Scholarship Corp., Evanston, Ill. Spons Agency—Ford Foundation, New York, N.Y.; National Science Foundation, Washington, D.C.

Report No.—NMSC-RR-Vol-7-NO-8-1971

Pub Date 71

Note—25p.

Available from—Research Division, National Merit Scholarship Corporation, 990 Grove Street, Evanston, Illinois 60201

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Planning, *College Students, Higher Education, *Negro Students, Objectives, *Student Characteristics, *Superior Students

This study focuses on the career and educational plans of college motivated bright black youth. "Bright Blacks" were considered to be those who had NMSQT selection scores in the top quartile of their own distribution of scores or those who obtained B+ to A averages in high school. The educational and career plans they had as 11th graders in high school were compared with the plans they indicated on a 1-page questionnaire administered about 2 1/2 years later. In analyzing the stability of their plans several student characteristics were considered: sex, measured academic ability, parental income, geographic region of residence, and high school average. The plans of the blacks were also compared with those of nonblack subjects with similar characteristics. (AF)

ED 053 677

HE 002 433

Roberts, Dayton Y.

A Humanistic Approach to Curriculum and Instruction.

Florida Univ., Gainesville. Inst. of Higher Education.

Pub Date 1 May 71

Note—26p.; Paper presented at the first National Conference on Individualizing Instruction,

Mitchell College, Statesville, N.C., May 1, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum, *Effective Teaching, *Higher Education, *Humanities, Instruction, Learning, Learning Activities, Objectives, *Systems Approach

The Florida Title III Consortium was funded by the Office of Education to initiate a training and research project for the "Preparation, Implementation, and Evaluation of a Learner Centered Humanistic Approach to Curriculum and Instruction." This paper presents the highlights of this approach, including: (1) the involvement of the governing board and university and college administration in the project, as these are the two bodies most responsible for establishing a climate of learning at an institution; (2) creating the desired learning environment for a particular learning experience; (3) the provision for realization of a self-concept for students and faculty; (4) an open-ended calendar or modular calendar for learning; and (5) a nonpunitive philosophy for learning, primarily as expressed by the grading system. The elements of the systems approach to the learning process include: (1) the development of a rationale for the existence of a course; (2) the specification of short- and long-range objectives for learning activities; (3) the pre-evaluation of the learner; (4) the use of a variety of instructional strategies for the learning activities; and (5) the postevaluation of learning activities. Charts illustrating the various aspects of the humanistic approach conclude the paper. (AF)

ED 053 678

40

HE 002 436

Carriker, William R. Howard, Douglas P.

Summary of Six National Special Study Institutes on Upgrading Doctoral Level Training Programs in Mental Retardation. Final Report.

Virginia Univ., Charlottesville. School of Education.

Bureau No.—BR-5-6-1251

Pub Date 70

Grant—OEG-0-70-3170

Note—143p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Curriculum Development, *Doctoral Programs, *Graduate Study, Higher Education, *Mental Retardation, Professional Training, *Retardation

This report summarizes the major issues and recommendations which emerged from the 6 3-day institutes. The institutes aimed to: examine the current status of doctoral level programs in mental retardation; examine the philosophical basis, objectives and practices desirable for designing future doctoral programs; determine the personnel desired in the field; recommend what kinds of training and experience are necessary to produce such persons; and involve participants in planning strategies that would lead to changes within their own institutions' training programs. Each of the institutes focused on 1 or more aspects of doctoral level training in mental retardation, emphasizing teacher education, research, or administration. The report discusses the required competencies of students completing academic programs in the field and the substance of the programs themselves. (JS)

ED 053 679

HE 002 439

Tufts University Equal Opportunity Policy Statement.

Tufts Univ., Medford, Mass.

Pub Date 25 Jan 71

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Policy, *Employment Opportunities, *Equal Opportunities (Jobs), *Females, *Higher Education, Minority Groups, *Policy

Identifiers—*Tufts University

This document contains Tufts University's Equal Opportunity Policy Statement and outlines the goals and methods of attainment of the Affirmative Action Program. The policy is one of intent and responsibility and asserts that it is the policy of Tufts that no discrimination on the grounds of race, color, religion, sex, age, or national origin will exist in any area of the University. The Affirmative Action Plan provides for the prompt and impartial consideration of all complaints of discrimination in the University and asserts that in the process of recruitment for and appointment to the work force, no appointment will be made until minority group candidates and

women have been sought out and qualified candidates encouraged to apply. For nonacademic personnel, programs are also planned to: (1) alert persons in responsible positions to the problems of minority groups and women; (2) assure that all employees have full opportunity for upward mobility; (3) develop a new procedure for consistent wage administration; and (4) develop clear and definitive statements of policies and procedures. The Plan also has provisions for: (1) construction, vendors, and suppliers; and (2) equal opportunities in education, housing, and community relations. (AF)

ED 053 680

HE 002 442

Peterson, Peter B.

Effect and Stability of Leadership Training.

George Washington Univ., Washington, D.C.

Pub Date Jul 71

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Individual Differences, *Leadership Training, Military Personnel, *Military Training, *Officer Personnel, *Surveys
Identifiers—*Officer Candidate School

The purpose of this study was to investigate the effect of U.S. Army Engineer Officer Candidate training and the stability of this training when measured again years after departure from Officer Candidate School. A self-description inventory was administered at the beginning of a 6-month training program, again near the end of the program, and then on a third occasion several years after departure from the training program. A total of 347 individuals were examined as both entering and graduating students. In addition, a total of 757 individuals were examined as both graduating students and again years later after departing from the Officer Candidate School. It was found that several scales that measured change during training also differentiated between graduating and nongraduating students, thus indicating that the effects of selection and training were, to a substantial degree, similar. Significant differences were also found between the scores of graduating students who remained in the Army and those who departed. The significance of these findings from the point of view of a better understanding of the training process and of the implication for Officer Candidate School policy was discussed. (Author)

ED 053 681

HE 002 444

Building a Program of General Education in Higher Education.

Appalachian State Univ., Boone, N.C.

Pub Date 71

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Development, *General Education, *Graduate Study, *Higher Education, Objectives
Identifiers—*Appalachian State University

This report was developed by the graduate students enrolled in Education 684, General Education in Higher Education, at Appalachian State University, and clarifies the 5 steps followed to develop a program of general education in higher education. These were: (1) consideration of the persistent questions in higher education that have implications for general education; (2) building a definition of general education; (3) clarifying the objectives of general education in higher education; (4) identifying the universally desirable attributes that could be sought through a program of general education in higher education; and (5) building the program of general education in higher education. (AF)

ED 053 682

HE 002 448

Peterson, Marvin W.

The Organization of Departments.

American Association for Higher Education, Washington, D.C.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—AAHE-RR-2

Pub Date 1 Dec 70

Note—4p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Organization, *Departments, *Higher Education, Leadership, *Literature Reviews, *Research

This article, the second in a series of AAHE research reports, summarizes research on college and university departments in relation to their environment, performance and leadership. Several assumptions about the nature of departments are questioned, and trends are examined in departmental environmental, future sources of tension, potential changes, and implications for departmental structures and administration. (Author/AF)

ED 053 683

HE 002 450

Smith, Virginia B.

College Finances: Ills and Remedies.

American Association for Higher Education, Washington, D.C.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—AAHE-RR-4

Pub Date 15 Feb 71

Note—4p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036

Descriptors—Federal Aid, *Financial Problems, *Financial Support, Grants, *Higher Education, *Literature Reviews, *Research, State Aid

This paper, the fourth article in a series of AAHE research reports, summarizes the findings of recent research on the problems and proposed remedies of college finances. Studies are discussed that examine: (1) the evidence of the financial plight of higher education; (2) the patterns of state support; (3) patterns of federal support; and (4) proposals for increased aid, including the arguments for and against institutional grants and/or aid to students, as well as some of the formulas for institutional grants that have been suggested. (AF)

ED 053 684

HE 002 451

Cross, K. Patricia

The Undergraduate Woman.

American Association for Higher Education, Washington, D.C.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—AAHE-RR-5

Pub Date 15 Mar 71

Note—4p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Performance, Aspiration, *College Students, *Females, *Higher Education, Literature Reviews, *Research, *Social Discrimination

This is the 5th article in a series of AAHE research reports, and summarizes research on the undergraduate woman. It discusses: (1) women as students: their test scores, grades, and academic motivation; (2) women's career aspirations, with research pointing out that high ability women show abundant aspiration when not faced with the instruction to be "realistic"; (3) the relationship between parent's socio-economic status (SES) and their aspirations for their children, with those from low SES having much higher educational aspirations for their sons than for their daughters; and (4) the changing attitudes of women undergraduates toward their future role. The largest reservoir of academically well qualified young people who are not now attending college are those from the lower socioeconomic levels. The most disadvantaged of all by both SES and sex are Spanish American women. The most lopsided sex distribution is in the universities, because women have tended to go to former teacher colleges to become school-teachers; and in the community colleges, which draw their student population from the lower socioeconomic levels. To rectify this situation improved career counseling and a change of university practices that discriminate against women is in order. (AF)

ED 053 685

HE 002 452

Milton, Ohmer

Teaching or Learning?

American Association for Higher Education, Washington, D.C.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—AAHE-RR-6

Pub Date 1 May 71

Note—4p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Higher Education, *Learning, *Literature Reviews, *Research, Teacher Role, *Teaching, Teaching Techniques

This article, the 6th in a series of AAHE research reports, summarizes research on teaching and learning. Most studies on teaching methods conclude that there are no significant differences between the various teaching methods and student achievement. The problem with these studies is that they have concentrated on teaching and have ignored learning and the learner. There are many omissions in the research, such as what courses and subject matter areas promote critical thinking and a spirit of inquiry; and how students can be helped to become independent learners. Some studies in the past few years have begun to probe the underlying complexities of teaching-learning. One of the best examples of the new approach for both conceptualizing the issues and investigating them is the Instructional Gestalt. Many of the recently introduced approaches to instruction can be grouped into three categories: (1) personalized, individualized to process instruction (P-I-P); (2) experiential learning; and (3) acceleration programs. Results of this recent research points out that the role of the instructor must be altered and broadened. There can be a dramatic decrease in dispensing content and lecturing in the classroom without any decrease in the quality of learning. (AF)

ED 053 686

HE 002 453

Hefferlin, JB Lon

Reform and Resistance.

American Association for Higher Education, Washington, D.C.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—AAHE-RR-7

Pub Date 1 Jun 71

Note—4p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Development, *Educational Change, *Higher Education, *Literature Reviews, *Research

This article is the 7th in a series of AAHE research reports. It summarizes research that has been done on academic reform and the resistance to it and speculates what this research implies for future practice. Academic or curricular change is first of all organizational change and colleges and universities are organized and run in such a way as to prevent interference, meddling, and rapid change. Like other organizations, they change as the result of pressure for change, and they adapt their operations to retain equilibrium. The major variables that determine this process of adjustment are: (1) individual, and refer to the advocates interested in change; (2) environmental, and refer to the resources available for change; and (3) structural, and refer to the openness of institutions to change. There are two alternative paths for reform: (1) change the structure from within; and (2) leave the institution and establish a competitive institution that embodies one's views. The most effective reformers ride the crest of reform, and the 1970's seem propitious for effecting curricular change. (AF)

ED 053 687

HE 002 455

The Is and the Ought of Higher Education in the Seventies: Addresses and Proceedings of the Annual Meeting of the Western College Association.

Western Coll. Association, Oakland, Calif.

Pub Date 71

Note—62p.; Santa Barbara, March 11-12, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Conference Reports, Evaluation, Federal Government, Financial Problems, Governance, *Higher Education, *Planning
Identifiers—*Western College Association

The addresses presented at the annual meeting of the Western College Association and included in this volume are: the welcome by Vernon I. Cheadle; "The Continuing and Changing Federal Interest in Higher Education," by Peter P. Muirhead; "Education for Genuine Community in

America," by Samuel D. Proctor; and "Higher Education in the Age of Future Shock," by Mark H. Curtis. Also presented are reports of the three panel discussions on: (1) governing higher education; (2) funding higher education; and (3) evaluating higher education. The report concludes with the meeting's proceedings that include: the minutes of the business meeting; a report of the Chairman of the Accrediting Commission for Senior Colleges and Universities; and a proposal for a study to identify the nature and variability of standards of academic performance. (AF)

ED 053 688 HE 002 456
319 Ways Colleges and Universities are Meeting the Financial Pinch.

Academy for Educational Development, Inc., New York, N.Y.
 Pub Date 71
 Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Costs, *Educational Finance, Expenditures, *Financial Problems, *Higher Education

This booklet lists 319 measures that colleges and universities have taken to meet the financial crisis. The measures are listed under: (1) "Increasing Income," and include raising tuition and student fees, changing investment policies, and administration and use of plant and facilities, and other income-producing procedures; and (2) "Decreasing Expenditures" in the following categories: faculty and personnel; general administration, maintenance and security, office expenses, purchasing and equipment rental and leasing, travel expenses, food services, departments, schools, programs and courses, and the library. (AF)

ED 053 689 HE 002 457
Rauh, Morton A.

The Advantages of Work-Study Plans.

Academy for Educational Development, Inc., New York, N.Y.
 Pub Date 71
 Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cooperative Programs, Costs, *Financial Problems, *Higher Education, Models, *Work Experience Programs

The conventional response to the financial crisis facing higher education is to increase tuition or request larger legislative appropriations. Another response, however, is possible—the wider use of cooperative education or work-study plans. There are three distinct advantages to work-study plans: (1) learning takes place in less costly settings than the classroom, the laboratory, and the library; (2) the capacity of the physical plant can be used to serve more students; and (3) the increased enrollment can be served without proportionate increases in costs. This paper discusses the calendar and financial operations of: (1) the conventional model extending over a nominal 9-month period; (2) the 4-quarter work-study model; all based on a student enrollment of 1000, a faculty of 100, \$2,100 tuition, and a median faculty salary of \$14,000. (AF)

ED 053 690 HE 002 459
Follow-Up of Non-Teaching Graduates: Graduates of 1969, 1970 Responses concerning Majors, Minors, Financial Aid, Employment Status, Placement Services, Guidance.

Wisconsin State Univ., Stevens Point.
 Report No.—OIR-E-3
 Pub Date Aug 71
 Note—148p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Career Choice, *College Graduates, Counseling, *Evaluation, *Graduate Surveys, Job Placement, *Student Personnel Services

Identifiers—Stevens Point, *Wisconsin State University
 The purpose of this study was to determine what 1969 and 1970 nonteaching graduates of the Wisconsin State University at Stevens Point were doing, the adequacy of the University's services in helping the graduates get through school and helping them find suitable employment. Questionnaires were sent to 447 1969 graduates of whom 307 returned usable responses, and to 546 1970 graduates, from whom 372 usable responses were obtained. This report presents information on: (1) majors and minors in college;

(2) date of graduation; (3) highest degree earned; (4) year of matriculation; (5) financial assistance; (6) impact of aid program; (7) employment status; (8) salaries and salary increments; (9) type of position held; (10) continuing education; (11) military service; (12) unemployed graduates; (13) future plans; (14) placement assistance and adequacy of placement services; and (15) adequacy of advising and counseling in college. A sample questionnaire is included in the appendix. (AF)

ED 053 691 HE 002 460
Hunter, J. Scott

The Academic and Financial Status of Graduate Students, Spring 1965.

National Center for Educational Statistics (DHEW/OE), Washington, D.C.
 Report No.—OE-54042
 Pub Date 67
 Note—65p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Financial Support, *Graduate Students, *Graduate Study, Higher Education, *Student Characteristics, *Surveys

This report presents the results of a survey conducted by the Office of Education of a nationwide sample of 15,710 students enrolled in programs leading to a degree beyond the bachelor's in the arts and sciences in 68 institutions. Section I presents data on the background and personal characteristics of graduate students, the type and size of the institutions they attended, and the academic fields in which they were enrolled. Section II deals with the finances of graduate education, including the academic and living expenses of graduate students, their income levels, and the sources of their incomes. Section III examines the stipend support of graduate students by institutions of higher education, the Federal government, and private foundations. Data are shown on numbers of students holding various types of stipends, the dollar value of the awards, and the characteristics of students holding stipends. The last section examines the length of time required to complete the requirements for an advanced degree. Information is provided on the number of years students have been engaged in graduate study and their opinions as to why they were delayed in completing their programs. (AF)

ED 053 692 HE 002 467
Punga, V.

Computer-Assisted College Administration. Final Report.

Rensselaer Polytechnic Inst. of Connecticut, East Windsor Hill.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.
 Pub Date 71
 Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Personnel, *College Administration, *Computer Oriented Programs, *Courses, Data Processing, Decision Making, Educational Administration, *Higher Education, Planning

Identifiers—Computer Assisted College Administration, *Rensselaer Polytechnic Institute

Rensselaer Polytechnic Institute of Connecticut offered a part-time training program "Computer-Assisted-College-Administration" during the academic year 1969-70. Participants were trained in the utilization of computer-assisted methods in dealing with the common tasks of college administration, the problems of college development and promotion, and the capabilities of computers in the decisionmaking process. The data processing equipment regularly available to the participants was the IBM-1130 System, as well as teletypewriter consoles for access to a time-shared computer system. The main programming language used was FORTRAN. Thirty participants entered the program, of whom 21 continued for 2 semesters and obtained a certificate. This report briefly discusses the methods of instruction, the difficulties encountered and some ideas that will be implemented in the 1970-71 CACA course. The appendices include a list of the students who completed the course, a sample copy of the certificate, and a newspaper article about the course. (AF)

ED 053 693 HE 002 470
Witmer, David R.

Wisconsin State Universities: Purpose, and Exercise of Authority over Students.

Wisconsin Board of Regents of State Universities, Madison.

Pub Date 68
 Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Policy, *Court Litigation, Governing Boards, *Higher Education, *Power Structure, *State Universities, University Administration

Identifiers—*Wisconsin State Universities

Using extensive legal documentation, including general laws, the Wisconsin and Federal Constitution, court cases, and legislation, this paper discusses the authority and purpose of the Wisconsin State Universities, how this authority is exerted over students, and whether these acts of authority are legal and conform with the stated purposes. Specifically, the paper examines the establishment of Wisconsin normal schools and departments, the legislative delineation of the primary purposes and objects of the State Universities, the Board of Regents regulations over students in terms of admission, fees and tuition, curricula, and graduation requirements, court decisions that sustain the authority of colleges and universities to establish curricula and set degree requirements, rules establishing college authority over extracurricular and cocurricular activities of students, court decisions that hold that in loco parentis no longer applies to state universities, and the exercise of institutional authority through the control of parking space and other physical facilities. (AF)

ED 053 694 HE 002 471
[Establishment of an All-University Senate at Washington State Univ.]

Washington State Univ., Pullman.
 Pub Date 1 May 71
 Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Organization, *Faculty, *Governance, *Higher Education, Policy Formation, Power Structure, *Student Participation

Identifiers—*Washington State University Senate

This document contains the rules and regulations governing the functions of the All-University Senate at Washington State University. Article I outlines the Senate's powers and jurisdiction, which include serving as the legislative body of the faculty on all issues involving curricular and educational policies. Article II deals with the Senate's composition, which includes faculty and senate representatives, term, elections, and vacancies. Section III outlines the organization of the Senate. Article IV deals with the establishment of the Committee on Faculty Status, as a successor to the Faculty Executive Committee. Article V discusses petition, referendum, recall and amendment procedures. Article VI deals with the assumption of duties of existing committees; and Articles VII, VIII, and IX deal with schedule, evaluation, and date and procedures concerning the actual functioning of the Senate, respectively. (AF)

ED 053 695 HE 002 472
Alicatore, Robert T. Eckert, Ruth E.

Minnesota Ph.D.s Evaluate their Training: A Study of the Relationship of Various Ph.D. Programs to Later Career Service and Satisfaction.

Minnesota Univ., Minneapolis.
 Pub Date Oct 68
 Note—88p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Careers, Doctoral Degrees, *Doctoral Programs, *Evaluation, *Graduate Study, *Objectives, *Surveys

Identifiers—*Minnesota University

The major aim of this study was to examine commonly stated goals of Ph.D. programs, to test some of the different means used to promote selected objectives, including ones related to college teaching, research, and other significant services, and to assess how much progress the University of Minnesota Graduate School had made in these directions during the 1935-1956 period. Ph.D.s granted from all departments during the years 1935-1948 and 1954-1956 were inventoried about their post-doctoral achievements and how they viewed their graduate work in retrospect. The Ph.D. degree was defined in the questionnaire in terms of 30 abilities or skills and the recipients were requested to estimate the extent to which they had attained each of these skills while in graduate school and how useful it

had been subsequently. Analyses were also made relating these judgments and type of present employment, graduate school major, and preparation received for college teaching. Special attention was given to the subsequent careers and reactions of persons who participated in the Ford Fund College Teaching internship program in the mid-fifties. Comparisons were also made between the responses given by Ph.D.s in a study conducted in 1949 and those given in a 1965 study. (Author/AF)

ED 053 696

HE 002 473

Wisconsin Law Review.

Wisconsin Univ., Madison. Law School.

Pub Date 71

Note—367p.; Volume 1971, Number 1

Available from—University of Wisconsin Law School, 975 Bascom Mall, Madison, Wisconsin 53706 (\$2.00)

Document Not Available from EDRS.

Descriptors—*Collective Bargaining, *Collective Negotiation, College Faculty, *Faculty, *Higher Education, Legislation, *Teaching Assistants

A substantial portion of this issue of the Wisconsin Law Review is devoted to collective negotiations in higher education. Articles included are: "The Status and Trends of Collective Negotiations for Faculty in Higher Education," by Donald H. Wollett; "The Scope of Collective Bargaining in Higher Education," by Michael H. Mookow; "Collective Bargaining with Professionals in Higher Education," by William F. McHugh; "State and Federal Regulations of Collective Negotiations in Higher Education," by Frederick R. Livingston and Andrea S. Christensen; "The CUNY Experience," by Bernard Mintz; "Collective Bargaining and University Government," by Matthew W. Finkin; "The Role of Collective Bargaining in Higher Education," by C. Dallas Sands; "Collective Negotiations in Higher Education - Canada," by Pierre-Paul Proulx; "The Teaching Assistants Association - University of Wisconsin Experience: A Tripartite Analysis," by Frederick E. Sherman and David Loeffler, Arlen Christensen, and Nathan P. Feinsinger and Eleanor J. Roe; and "The Legislation Necessary to Effectively Govern Collective Bargaining in Public Higher Education," by Thomas R. Wildman. (AF)

ED 053 697

HE 002 474

Von Der Lippe, Robert

Reexamining Tenure at Hampshire College for the AAHE Section on "Reexamination of Tenure: Implications of Collective Bargaining and Contracts for Service."

Hampshire Coll., Amherst, Mass.

Pub Date 16 Mar 71

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Freedom, *College Faculty, *Contracts, Higher Education, Job Tenure, *Performance Contracts, *Tenure

Identifiers—*Hampshire College

This paper, prepared for a panel discussion of tenure policies, describes newly established Hampshire College's adoption of a contract system, as opposed to a life-tenure system. Following the description is a consideration of possible alternatives within the contract system and of variations to tenure adopted by other campuses. At Hampshire, academic freedom is valued but not linked to the procedural concept of life tenure. Terms of an initial contract are 3, 4, or 5 years; longer options are generally granted to senior faculty members. Faculty are reappointed for not less than 3 nor more than 7 years. The experimental nature of the College combined with the policy of requiring candidates to write a proposal specifying expectations of their performance over the contract period play important roles in faculty commitment. In its examination of reappointment procedures, the College is focusing attention on finding ways to assure due process while using as many evaluative sources of a faculty member's performance as possible. The 2 major questions involve length of contract and uncertainty about trust among trustees, administrators, faculty and students in a college lacking a traditional governance structure. (JS)

ED 053 698

HE 002 475

Mobility of Ph.D.s Before and After the Doctorate with Associated Economic and Educational Characteristics of States. Career Patterns Report Number Three.

National Academy of Sciences, Washington, D.C. Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.

Pub Date 71

Note—214p.

Available from—Printing and Publishing Office, National Academy of Sciences, 2101 Constitution Ave., NW, Washington, D.C. 20418

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Doctoral Degrees, Doctoral Programs, Economic Factors, Employment Experience, *Employment Patterns, Faculty Mobility, Geographic Distribution, Graduate Students, *Migration, *Mobility, Overseas Employment, *Scientific Manpower, Scientists

Chapter 1 of this highly detailed book examines the flow of foreigners who receive their doctorate in the US by area of origin and destination, wealth of origin and destination area, and field of specialization. The backgrounds and characteristics of US citizens who go abroad for employment are compared with those of citizens remaining in the US. Chapter 2 reviews the history of PhD-producing schools and its effect on geographic distributions of population. The problem of a state-by-state versus a national point of view with respect to education and employment of high level personnel is described in Chapter 3. Chapter 4 seeks to explain the dynamics of migration by analysis of a large number of state characteristics related to migration. Chapter 5 explores follow-up data collected and maintained by the National Science Foundation for its National Register of Scientific and Technical Personnel. Geographic migration, employment, and principal work activities actually experienced are compared with expectations at the time of PhD graduation. Chapter 6 lists some unanswered questions regarding the mobility of high-level personnel. Figures and tables illustrate the discussion. (JS)

ED 053 699

HE 002 490

Aid-To-Education Programs of Some Leading Business Concerns.

Council for Financial Aid to Education, New York, N.Y.

Pub Date Dec 70

Note—184p.

Available from—Council for Financial Aid to Education, 6 East 45th Street, New York, N.Y. 10017 (\$6.00)

Document Not Available from EDRS.

Descriptors—*Business Responsibility, *Educational Finance, *Financial Support, *Grants, Higher Education, *Private Financial Support, Scholarships

The Council for Financial Aid to Education is a nonprofit research and service organization established to stimulate voluntary support of higher education from major private sources, particularly the business community. This case book describes how businesses can establish an aid-to-education program and what types of support there are. It also provides a check list for screening solicitations for corporation support of particular educational institutions. The bulk of the book consists of descriptions of educational aid programs presented alphabetically according to the sponsoring company. The 3 indexes list the participating companies—alphabetically, by field of business, and by categories of giving. (JS)

ED 053 700

24

HE 002 493

Brien, Richard H.

The "Managerialization" of Higher Education. Administration and Organization. Topical Papers and Reprints No. 1.

National Lab. for Higher Education, Durham, N.C.

Bureau No—BR-6-2556

Pub Date 70

Note—8p.; Reprinted from EDUCATIONAL RECORD, Summer 1970, by permission of the American Council on Education

Available from—National Laboratory for Higher Education, Mutual Plaza, Durham, North Carolina 27701 (single copies free; bulk at cost)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Higher Education, *Information Systems, *Management Systems, *Planning, *Systems Analysis, Systems Development, *University Administration

Identifiers—*Houston University

Among many diverse pressures on higher education, there are 5 major stresses which together have produced a crisis in university management:

the growing student population, rising costs, a rapidly changing demand for programs, student demands for relevance, and an increasingly repressive public environment. Although some academicians fear the application of business management methods to academic administration, their fears are attributable to a limited view of management process. One of the features of management is systems analysis which rests on 3 elements: a model or simulation of the organization's behavior; a continuous planning cycle (typically incorporating program budgeting); and a coordinated "management information system." A carefully developed automated information system is needed to process data flowing into this system. The management system's character must be precisely tailored to 2 parameters: the existing institutional profile (size, traditions, strengths, anticipated growth, organizational structure) and the future institutional profile (goals and objectives). The University of Houston is an example of an institution that is undertaking a major drive toward implementation of management systems. (JS)

ED 053 701

HE 002 496

Kessel, Vicki Mink, Oscar G.

The Application of Open Systems Theory and Organization Development to Higher Education: A Position.

National Lab. for Higher Education, Durham, N.C.

Bureau No—BR-6-2556

Pub Date 1 Jun 71

Note—76p.

Available from—National Laboratory for Higher Education, Mutual Plaza, Durham, North Carolina 27701

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Institutional Research, Management Development, *Management Systems, *Organizational Change, *Planning, *Systems Development, *University Administration

This monograph sets forth a portion of the research and theory base underlying the organization development program, 1 of the 3 major components of the National Laboratory for Higher Education's Administrative and Organizational Systems program. It depicts some of the linkages among organization development, institutional research, information systems, and systems theory. The overall strategy is to effect planned organizational changes that will improve the ability of the university to function in a changing world. The program focuses on the use of an open systems theory model for institutional planning and administration and on the application of management science technology. These elements are reinforced by traditional and policy oriented institutional research and computer-based information systems. The program is designed to enable university officials to create a more vital institution and a working environment that incorporates planned change as a normal or routine function of the university. (JS)

ED 053 702

HE 002 497

Riots, Civil and Criminal Disorders. College Campus Disorders. Second Interim Report of the Committee on Government Operations, United States Senate, Made by Its Permanent Subcommittee on Investigations Together with Additional, Individual, and Minority Views.

Congress of the U.S., Washington, D.C. Senate

Committee on Government Operations.

Report No—R-92-42

Pub Date 23 Mar 71

Note—53p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Activism, Civil Disobedience, *Demonstrations (Civil), Higher Education, *Investigations, Political Attitudes, *Student Attitudes, *Student College Relationship

In the course of investigating disorders on college campuses, the Committee conducted preliminary inquiries and later took sworn testimony from witnesses concerning the following institutions: Harvard University, Columbia University, City College of New York, Brooklyn College, Stanford University, University of California at Berkeley, Voorhees College (South Carolina), North Carolina Agricultural and Technical State University, Brandeis University, Howard University, and San Francisco State College. The first sec-

tion of the report consists of a brief chronology of disorders at each institution and of events appearing to be related to the disorders. The second section sets forth comments by students, administrators and others concerning possible causes of and suggested remedies for campus unrest. Following this testimony are subcommittee recommendations and statements by several of the subcommittee members: Abraham Ribicoff, Charles Percy and Jacob Javits. (JS)

ED 053 703 HE 002 498

Report of Regents' Commission to Advise the Board on How to Separate the Student Publications at the University of Maryland from the University.

Maryland Univ., College Park.

Pub Date 71

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Policy, Financial Support, Higher Education, *Policy, *School Newspapers, *Student Projects, *Student Publications

On August 15, 1970 the Board of Regents adopted a resolution favoring incorporation of student publications so that the University of Maryland would no longer be the publisher, and recommended that a study be undertaken of the ways the separation could be implemented. In cooperation with the Department of Journalism, the Commission conducted a survey of student attitudes toward student publications, contacted other institutions which had created independent student publications, met with administrators, and discussed the issue with student government heads and student publication editors. This paper considers the problem, the 10 publications concerned, staff selection, current publication status, and arrangements elsewhere before offering a series of recommendations. The Commission believes that while student publications can be published independently, they must remain a part of the University community. Thus, they deserve financial assistance if, after good faith efforts, they cannot cover legitimate expenses with revenues. (JS)

ED 053 704 HE 002 501

Five Years after the College Degree: Part I, Graduate and Professional Education. Draft.

Bureau of Social Science Research, Inc., Washington, D.C.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Jun 65

Note—140p.; NSF-C299

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*College Graduates, *Enrollment, Financial Support, Graduate Students, *Graduate Study, *Professional Education, *Surveys, Values

This is the first of two monographs reporting the results of a second study of the postcollege careers of 1958 college graduates. A cross-section of persons who received bachelor's and master's degrees in June 1958 were first studied in 1960. A subsample of the 41,497 respondents to the 1960 study were again contacted in 1963 and asked for additional information on their education and work careers. This monograph concentrates on the graduate and professional education of the graduates and attempts to answer such questions as: what accounts for various patterns of study; what is the part played by young people's values and aspirations as against their experiences in graduate school; and how influential are family members when it comes to study decisions? Section I is the introduction. Section II presents tabular and descriptive information on the graduate and professional education of 1958 B.A. recipients, including: (1) enrollment patterns and degrees obtained; (2) study patterns; (3) satisfaction with graduate study fields; (4) financial support through scholarships, fellowships, and other forms of student aid; (5) motivation for graduate study—academic values, undergraduates' grades, and the family and social situations; (6) the nonenrolled and "course takers"; and (7) plans for future study. Section III presents the same information for M.A. recipients. (AF)

ED 053 705 HE 002 502

Holmstrom, Engin I. Sharp, Laure M.

Study of NDEA Title IV Fellowship Program Phase II.

Bureau of Social Science Research, Inc., Washington, D.C.

Spons Agency—Bureau of Social Science Research, Inc., Washington, D.C.

Bureau No—BR-7-1052

Pub Date Jul 70

Contract—OEC-1-7-071052-2808

Note—243p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*College Faculty, *Doctoral Programs, *Fellowships, *Financial Support, *Graduate Students, Higher Education Identifiers—*NDEA Graduate Fellowship Program

This report summarizes findings of the second phase of a study designed to evaluate how well the NDEA Title IV Graduate Fellowship Program has achieved 1 of its stated objectives: to increase the number of well qualified college and university teachers by providing up to 3 years of financial aid to doctoral students preparing for academic careers. Responses to questionnaires mailed to graduate students who received the NDEA Fellowships starting in the 1960-61 and 1961-62 academic year and to a group of "comparable" graduate students form the basis of this report. The results indicate that the Program has been fulfilling its sponsors' objectives. A sizeable majority of responding NDEA Fellows completed the doctorate and entered full-time employment as college or university teachers. Moreover, these NDEA Fellows required less time than did other graduate students to complete the doctorate. Even those without the doctorate had contributed to Program objectives in that nearly half were employed in academic institutions. This survey supplements findings of the first phase of the study which was based entirely on secondary data. (Author/JS)

ED 053 706 HE 002 503

Hooper, Mary Evans Chandler, Marjorie O.

Students Enrolled for Advanced Degrees, Fall 1969. Summary Data.

National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No—OE-54019-69-A

Pub Date 70

Note—43p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HE 5.254019-69 Part A, \$0.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Enrollment, *Enrollment Trends, *Graduate Students, Graduate Study, Higher Education, *Professional Education, *Surveys

This summary report is based on the U.S. Office of Education's 11th annual survey of students enrolled for advanced degrees. Included in this publication are summary enrollment tables by level of study, attendance status, sex of student, field of specialization, State or other U.S. area, and institutional control and level. Comparisons are also made with the previous year's data. The Survey Report form is included in the appendix. (Author/AF)

ED 053 707 HE 002 505

Wyman, Walker D.

A Pilot Project to Develop Instruments for an Impact Study of Wisconsin State University - River Falls. Final Report.

Wisconsin State Universities Consortium of Research Development, Stevens Point.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No—WSU-CORD-52

Bureau No—BR-6-2728-52

Pub Date Nov 69

Grant—OEG-3-6-062728-2129

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, *College Graduates, *Graduate Surveys, Higher Education, *Institutional Role, *Questionnaires, *Surveys Identifiers—River Falls, *Wisconsin State University

This report briefly discusses the development of a survey instrument that will be used for an impact study of Wisconsin State University at River Falls. The questionnaire will be sent to 9,000 living graduates for whom addresses are available. Two books relevant to the study are briefly summarized. Both are entitled "They Went to College," and were written by C. Robert Pace, and jointly by Ernest Havemann and Patricia Salter West, respectively. The procedures

used to develop the questionnaire basically involved a faculty committee reacting to the work of a single individual, followed by a tryout of the instrument on 50 graduate students. The survey instrument is included in the appendix. (AF)

ED 053 708 24 HE 002 507

Clements, William H.

How Big a Ripple? The Impact of the Wisconsin Consortium of Research Development. Final Report #2.

Wisconsin State Universities Consortium of Research Development, Stevens Point.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2728

Pub Date May 70

Grant—OEG-3-6-062728-2129

Note—88p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Consortia, Dropout Research, *Educational Research, Higher Education, *Instructional Improvement, *Learning, *Research Coordinating Units, Research Projects, *Teaching Techniques

Identifiers—*Consortium of Research Development, Wisconsin State Universities, WSU CORD

This report relates the history and describes the impact of the Wisconsin State Universities Consortium of Research Development on each of the 5 member institutions (La Crosse, River Falls, Stevens Point, Stout and Whitewater) and on the state of Wisconsin in general. WSU CORD was federally funded in 1966 to develop interest in and the capacity to carry on research concerned with improving teaching and learning and strengthening instruction at the Wisconsin State Universities. It was decided that a joint research project conducted by the cooperating institutions would be the major focus of the first year's work. The project undertaken was an investigation of the "Diversity of Intellectual and Non-Intellectual Characteristics between Persisting and Non-Persisting Students Among Campuses." A series of research workshops were also held at each campus to provide the faculty with a basic understanding of educational research. Emphasis during the second year was placed on investigation of a major problem within each institution and "seed money" for individual research projects was granted by the US Office of Education. This report contains summaries of the 46 projects undertaken by faculty members. (JS)

ED 053 709 24 HE 002 509

Milliken, Marie

Programmatic Support for the Development of Research Capabilities in a Consortium of Higher Education Institutions in Colorado. Final Report.

Colorado Consortium on Research Development, Denver.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-H-901

Pub Date Aug 71

Grant—OEG-8-8-0901-4001(057)

Note—106p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Consortia, *Educational Research, *Higher Education, Institutional Research, *Interinstitutional Cooperation, *Research

Identifiers—*Colorado Consortium on Research Development

The Colorado Consortium on Research Development (CORD) was formed in 1968 to increase research potential among the faculties of the 6 participating institutions. Its major objective was to improve these institutions' interest and capabilities in educational and institutional research through cooperative studies, by faculties, administrators, and supporting personnel. This report briefly reviews the establishment of the Consortium and the activities undertaken in its behalf. These included: advisory committee meetings, local faculty research committees, seminars, individual faculty research projects, interinstitutional research, newsletters, attendance at conferences outside CORD, and other activities. Included in the appendices are reports of: (1) interinstitutional research projects; and (2) individual faculty research projects at the participating institutions; (3) a listing of Directors and Advisory Committee members; and (4) a copy of the Newsletter, Number 6. (AF)

ED 053 710

HE 002 510

Henderson, Algo D. And Others
Training University Administrators: A Programme Guide. The Development of Higher Education Series.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 70

Note—83p.

Available from—UNIPUB, Inc., P.O. Box 433, New York, N.Y. 10016 (\$2.00)

Document Not Available from EDRS.

Descriptors—*Administrative Personnel, *Curriculum Guides, Doctoral Programs, *Educational Programs, Foreign Countries, *Higher Education, Institutes (Training Programs), Internship Programs, *University Administration
 This study contains a syllabus and illustrations of programs for training university administrators. The introduction discusses some of the elements essential to an effective training program. Section I presents the guidelines for the purposes and uses of the syllabus. Section II, the syllabus, is divided into four parts: (1) eight topical outlines and bibliographies representing principal areas of literature and possible study; (2) formal degree programs; (3) institutes, workshops, and seminars; and (4) internships in administration. Examples of innovative programs in various countries are included in the appendix. (AF)

ED 053 711

HE 002 511

Cohen, Audrey C.

Human Service Institutes. An Alternative for PROFESSIONAL Higher Education.

College for Human Services, New York, N.Y.

Pub Date Mar 70

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Involvement, *Experimental Colleges, Field Experience Programs, *Human Services, Innovation, Institutional Role, *Professional Education, *Social Responsibility, Student Participation, *Work Study Programs

This paper proposes a new kind of educational institution, the Human Services Institute (HSI), which would offer an action oriented work-study program of flexible duration to prepare young people for professions in the human services such as health, education, welfare, law, guidance, social work, therapy, urban planning, and public service. Such institutions would provide a solution to many of the problems facing higher education today—problems of accessibility, effectiveness, homogeneity, rigidity, credentials, and social isolation—and become catalysts for social change. The HSI is based on the belief that traditional professional training fails to foster an interest in human service, to relate courses to practical work, or to involve students in academic decision making regarding their own careers. The work-study program of the HSI would offer an intensive field experience complementary to academic studies, make a BA available in 2 years, and provide a broad curriculum. The paper discusses the HSI's program, objectives, prospective students and faculty, evaluation and certification procedures, and relationship with traditional graduate schools. (JS)

JC

ED 053 712

JC 710 211

Brown, Robert L.

Cooperative Education.

American Association of Junior Colleges, Washington, D.C.

Pub Date 71

Note—32p.

Available from—American Association of Junior Colleges, One Dupont Circle, N.W., Washington, D.C. 20036 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cooperative Education, Cooperative Programs, Field Experience Programs, *Junior Colleges, *Vocational Education, *Work Experience Programs, *Work Study Programs
 Cooperative education involves on-campus instruction and off-campus work experience. These programs can be referred to as work study, field work, or work experience. The student has the advantage of applying his knowledge in a work situation; the college gains financial benefits; and

the employer has the opportunity to influence the student to choose his business as a career. Various methods include: (1) alternating a full term in school with a full term on the job; (2) work experience paralleling enrollment in regular college classes; (3) one term on the job as an initial step into expanded types of cooperative programs; and (4) working full time while attending class part time in order to update work skills for career improvement. An employer's responsibilities are: planning a cooperative program; employing students; and orientation, supervision, and evaluation of student performances. Program implementation involves: organization and staffing, grading, fees, student transcripts, co-operative handbook, and program promotion. Cooperative education programs have a potential effect on new methods of instruction, career-step systems, new field experiences, "outreach" systems, and international involvement. Problems and possible solutions are discussed. Examples of programs are offered in merchandising management, manufacturing industry, and retail management training. (CA)

ED 053 713

JC 710 212

Phillips, James A.

Class Size Effect on Community College Economic Education.

Pub Date [71]

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Performance, Classes (Groups of Students), *Class Size, Economic Education, Grades (Scholastic), *Junior Colleges, *Lecture, *Scores, *Seminars, Test Interpretation

This document discusses the author's solution to students' demands for smaller, more individual classes vs. administrative pressure, forced by enrollment and financial demands, for larger classes. In the 1970 fall semester at Cypress College (California) 150 students participated in an experiment in which an economics 1A class size was increased from 50 to approximately 100, but also included small seminars of 10 students each. It was found that a significant difference did exist between control and experimental groups on the basis of pre-test/post-test score gains and on semester score averages. The experimental group had a higher absence and withdrawal rate, yet scored higher; it also exhibited a more positive attitude response to course experiences. It is felt that the small seminar contact was largely responsible for the significant learning gain. (CA)

ED 053 714

JC 710 213

Goodwin, Delton D.

Measurement and Evaluation in Junior College Reading Programs.

American Association of Junior Colleges, Washington, D.C.; California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Pub Date Oct 71

Note—4p.

Journal Cit—Junior College Research Review; v6 n2 Oct 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Developmental Reading, Individualized Reading, *Junior Colleges, *Measurement Techniques, *Readability, *Reading Diagnosis, *Reading Tests, Remedial Reading, Research Reviews (Publications), Sequential Reading Programs

This Research Review mentions that, although few tests are designed specifically for junior colleges, 85 percent of junior college reading programs use standardized reading tests for diagnostic purposes. Many colleges require that students who score below a pre-determined level on college placement or reading exams be placed in developmental or remedial classes. Computers are often used to find students with reading difficulties and place them in appropriate classes. The range in reading ability in junior colleges is often ten or more levels. This spread in abilities and interests of students makes it necessary to have multi-level instruction in class. Each student is assigned a starting level and proceeds at his own rate through a reading-skill sequence. Because reading is an individualized matter, a uniform measure cannot be used to evaluate performance. Students should try to evaluate their own reading performance through the educational objectives set up for them. Special classes for deaf, illiterate, or adult students are usually

restricted. The four standardized tests most often selected by junior college reading instructors are the Nelson-Denny Reading Test, Iowa Silent Reading Test, California Reading Test, and Co-operative Reading Test. (CA)

ED 053 715

JC 710 214

MacMillan, Thomas F.

Experimental Strategies for the Evaluation of Instruction.

Pub Date Aug 71

Note—26p.; Paper presented at the Danforth-UCLA Economics-Economic Education Institute held at University of California, Los Angeles, August 24-25, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Research, Evaluation Methods, Experimental Groups, *Experiments, *Instruction, *Junior Colleges, Methods Research, Research, *Research Methodology, Scientific Research

Experimental designs address themselves to two concerns: providing answers to research questions and controlling variance. The latter involves threats to internal and external validity. The threat to internal validity constitutes the greatest difficulty because of maturation, history, experimental mortality, and differential selection. Examples of eight basic research design paradigms are made, pointing to the relative strengths of design in maximizing experimental variance and minimizing extraneous and error variance. Of most concern is whether a particular instructional strategy is resulting in measurable results on the part of students. The following are elements of a successful research proposal: (1) the development of a clear statement of the research problem, including an explanation of variate and criterion variables in the study, type of relationship between the variables, and the target population; (2) justification for the research approach; and (3) development of a statement of operational research objectives and/or hypothesis. (CA)

ED 053 716

JC 710 215

Fedrick, Robert John

A Study of the Organization and Administration of Computer Services in California Public Junior Colleges and Their Relationship to Effectiveness.

Pub Date 71

Note—204p.; Doctoral dissertation, University of California, Los Angeles

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-1475, Microfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Computer Oriented Programs, *Computer Programs, *Computers, *Computer Science, Doctoral Theses, Educational Facilities, *Junior Colleges
 Identifiers—*California

This dissertation reports on general computer service characteristics for California public junior colleges; identifies aspects of organization and administration likely to affect computer service effectiveness; determines relationships between patterns of organization and administration, and the effectiveness of computer services; and proposes plans and makes recommendations for improving the organization and administration of the computer services. Most of the conclusions concern the high-effectiveness colleges. (Author/CA)

ED 053 717

JC 710 216

An Affirmative Action Program for Ethnic Minorities. Part I: Present Practices and Procedures of Los Rios District.

Los Rios Junior Coll. District, Sacramento, Calif.

Pub Date 7 Oct 70

Note—90p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Service Programs, Community Services, Disadvantaged Youth, *Educational Opportunities, *Employment Opportunities, Equal Opportunities (Jobs), *Ethnic Groups, *Junior Colleges, Minority Groups
 Identifiers—*California

The components and present status of programs for ethnic minorities at American River, Sacramento City, and Cosumnes River Colleges of the Los Rios Community College District (California) are explained in this Part I of a larger study. The programs aim to enhance

minority students' opportunities to succeed in college, provide equal opportunity for them in employment, promotion, and assignment, and increase understanding and sensitivity among various ethnic groups in the college community. Programs to assist minority students involve recruitment, orientation, counseling, financial aid, curriculum, instruction, work experience, student personnel policies and practices, co-curricular activities, research, and funding. Part I discusses the programs' histories, compositions, activities, and evaluations. Programs to assist minority staff members involve recruitment and selection, certification, employment, in-service training, and fair employment practices. Policy, procedures, and positions are discussed. Community services include on- and off-campus classes and workshops, speakers, cooperative activities, public information, and community advisory committees. They are provided for the community as a whole or for a specialized segment, depending on the program. Five local colleges cooperate in the resolution of common problems such as funding and research. Part II will be on evaluation and plans for expansion; Part III, on continuing efforts to implement a sound program for ethnic minorities. (CA)

ED 053 718 24 JC 710 217

Godfrey, Eleanor P. Holmstrom, Engin I.
Study of Community Colleges and Vocational-Technical Centers, Phase I.
Bureau of Social Science Research, Inc., Washington, D.C.

Spons Agency—Office of Program Planning and Evaluation (DHEW/OE), Washington, D.C.

Report No.—BSSR-410

Bureau No.—BR-8-9014

Pub Date Dec 70

Contract—OEC-8-0-089014-3672(010)

Note—363p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Comparative Analysis, *Educational Philosophy, Graduate Surveys, *Junior Colleges, *School Surveys, Student Characteristics, Teacher Characteristics, *Vocational Schools, Vocational Training Centers

The major purpose of this study is to investigate possible differences among 2-year colleges that differ in educational philosophies. Branch campuses are found to prepare students for transfer to 4-year colleges; junior colleges and technical institutes prepare students in both transfer and terminal programs; and vocational-technical centers strongly emphasize immediate job preparation. Ninety schools were surveyed for program emphasis, educational costs, student body and faculty characteristics, articulation with other schools, and the role of the institution in an educational system. A total of 7,673 students enrolled in 1969 were surveyed for demographic characteristics, previous and current educational experiences, and occupational goals. A total of 1,455 (1967) graduates were surveyed for personal characteristics, high school experience, other post-secondary schools attended, 2-year college experience, post-junior college education, employment and financial status, and goals and aspirations. Student and graduate groups were compared whenever a data base was present. Finally, 2,015 faculty were surveyed for demographic and occupational characteristics, and attitudes toward school services and policy. The results indicate differences in the above areas according to type of school. A detailed discussion of research methodology and results, and the questionnaires used in the study are included. (CA)

ED 053 719 24 JC 710 218

Purdy, Leslie
A Student Volunteer Services Bureau.
California Univ., Los Angeles. ERIC
Clearinghouse for Junior Coll. Information.

Report No.—Topical Pap-26

Pub Date Sep 71

Note—24p.

Available from—ERIC Clearinghouse for Junior Colleges, 96 Powell Library, University of California, Los Angeles 90024 (Limited supply available free of charge)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Services, *Educational Innovation, *Junior Colleges, *Student Volunteers, Volunteers, Volunteer Training, *Youth Agencies

This topical paper discusses a proposal for a student volunteer agency operating with or under the auspices of a college, but as an alternative to a comprehensive community college education. Because of conflicting expectations and inadequate resources, the idea of a year off is seen as an option to obligatory college attendance. Volunteers can be: students already enrolled in human service paraprofessional programs, other junior college students, junior college drop-outs, or young people who never enrolled in college. The size of the community would determine the size of the agency. The staff would come from a variety of backgrounds and would handle registration, placement, counseling, training and evaluation of volunteers, and would act as public relations men with the community. Such a proposal would allow youth to try satisfying, interesting work under some supervision and to feel a part of, and relate their education to, their community. The community would gain the advantage of students working on solutions to social problems and filling shortages in service personnel. The advantages to the community college and faculty are many: the scope of on-campus student personnel services could be reduced to those directly related to students; the volunteer work could be the experience requirement for human services programs; and the agency could be the specific arm of the junior college community service commitment without consuming budget and staff. (CA)

ED 053 720 24 JC 710 219

A Directory of Self-Instructional Materials Used in the Junior College.

California Univ., Los Angeles. ERIC
Clearinghouse for Junior Coll. Information;
California Univ., Los Angeles. School of Education.

Spons Agency—Danforth Foundation, St. Louis, Mo.

Pub Date 71

Note—141p.

Available from—ERIC Clearinghouse for Junior Colleges, 96 Powell Library, University of California, Los Angeles 90024 (Limited supply available free of charge)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Autoinstructional Aids, Directories, *Independent Study, *Instructional Materials, *Junior Colleges, *Teaching Methods

Identifiers—*Danforth Junior College Program

This directory is a compilation, by subject matter, of self-instructional materials prepared by instructors who are specialists in each field. Where possible, the listings include the author/instructor, the institution, the target population or specific course name, the package's availability, and its number and title. Listings are solicited from instructors who have prepared similar kits so that an up-dated edition can be published in 1972. (HH)

ED 053 721 24 JC 710 220

Snyder, Fred A. Blocker, Clyde E.
Financial Aids for Community College Students.
Harrisburg Area Community Coll., Pa.

Pub Date 71

Note—80p.

Available from—Harrisburg Area Community College, 3300 Cameron Street Road, Harrisburg, Pennsylvania 17110 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Financial Needs, Financial Support, *Grants, *Junior Colleges, Scholarship Loans, *Scholarships, Student Employment, *Student Loan Programs, Tuition Grants

Identifiers—*Pennsylvania

Five of 14 junior colleges in Pennsylvania that have implemented programs of packaged financial assistance to students were studied to examine the effects of the aid in promoting academic persistence and achievement. Four groups of students were studied: aid recipients and non-recipients who earned less than \$100.00 from part-time work during the 1967-68 academic year, and aid recipients and non-recipients who earned \$100.00 or more in the same period. The study attempts to determine: (1) the personal, academic, and socio-economic characteristics of aid recipients compared with non-recipients; (2) the employment patterns of community college students; (3) whether financial aids make a difference in student achieve-

ment and persistence; and (4) if scholarships, grants, loans, and/or employment are given to the most needy or the most capable students, or to those with a combination of need and ability. Community college educators view financial aids as necessary. In the opinion of recipients, aids have a definite value in enabling them to attend college. This study showed that aid recipients, despite a socio-economic handicap, are as successful academically as non-recipients with more money and cultural advantages. (CA)

ED 053 722 24 JC 710 221

Robin, Keith
Community Participation in the Community College.

Pub Date 71

Note—28p.; Seminar paper

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Characteristics, Community Involvement, Community Role, *Community Services, Community Study, Educational Sociology, *Junior Colleges, *School Community Cooperation, *School Community Relationship

To be effective the community college must meet community needs. Before these needs can be met, they must be systematically identified. Their identification, however, hinges on an appropriate definition of community. Prior to presenting methods for identifying community needs, the problems surrounding the defining of "community" are explored. The community constructs of Hendrix, Treloff, Sumption, Hallenbeck and Verner, and Blackwell (portrayed in model form) serve as keys to community definition. Three methods (community advisory committee, community coordinating council, and community study) of sampling community input are then described. It was not intended to present these three methods as alternatives to be selected by any college as it seeks to measure its community. Rather, they were presented as three procedures by which different kinds of information and service could be made available to the community college with the recommendation that each be applied as circumstances permitted. Use of the community survey technique remained the single most effective method of broadening the college mission to help provide a more comprehensive base for developing a community's human resources. (AL)

ED 053 723 24 JC 710 222

Lombardi, John
Black Studies in the Community College.
American Association of Junior Colleges,
Washington, D.C.; California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Report No.—Monograph-13

Pub Date 71

Note—75p.

Available from—American Association of Junior Colleges, One Dupont Circle, N.W., Washington, D.C. 20036 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*African American Studies, *Black Community, *Ethnic Groups, *Junior Colleges, *Negro Attitudes, Negro Education

A questionnaire, college catalogs, other institutional publications, the national media, and personal statements of educators were among the tools used in this examination of community college efforts to adopt Black Studies programs. The major findings were: (1) Black Studies courses are widespread; (2) enrollments are adequate; (3) enrollments are mainly of black students, with only a few non-blacks; (4) most of the instructors are black; (5) control of the programs is mainly by blacks. It was also found the Black Studies programs have influenced other minority or ethnic studies programs and that regular course offerings are being affected by them. This monograph covers the origins of the programs, the courses and curriculums, the curriculum development, the usage of the terms Negro, Afro-American, and Black, continuing issues, and the future of Black Studies. A more exhaustive study is recommended to distinguish between promising and unpromising practices of present institutional policy. (HH)

ED 053 724 24 JC 710 223

Oosting, Kenneth W.
Extending Environmental Research to the Community College.

California Univ., Los Angeles. ERIC
Clearinghouse for Junior Coll. Information.
Report No.—Topical-Pap-25
Pub Date Sep 71

Note—42p.

Available from—ERIC Clearinghouse for Junior
Colleges, 96 Powell Library, University of
California, Los Angeles 90024 (Limited supply
available free of charge)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Environment, Educational
Environment, *Educational Research, Environ-
mental Influences, *Environmental Research,
Institutional Environment, *Institutional
Research, *Junior Colleges, Questionnaires,
Research, School Surveys, Surveys

Researchers have been interested in environ-
mental effect on human behavior since the 1930s
and have lately developed complex testing instru-
ments and techniques for its study. In this paper,
campus characteristics are synonymous with campus
environment. Concern is with environmental
effects on human behavior, and not the environmen-
tal components themselves. The Press-Need
Concepts (Murray 1938) were an initial attempt
to explain personality in terms of environment.
Other work elaborated on the Press-Need Con-
cepts as analytical tools for assessing personal
satisfaction or frustration. Several testing instru-
ments to evaluate the applicability of the Press-
Need Concepts in 4-year educational institutions
were developed (Activities Index, College
Characteristics Index, High School Characteristics
Index). Development of these instruments al-
lowed the researcher to apply the Press-Need
Concepts to groups rather than to individuals.
Later Pace developed a briefer, yet valid instru-
ment (College and University Environmental
Scales) to supplement the earlier tests. Results
from using these instruments in a junior college
setting were unsatisfactory and led to the con-
struction of an alternative 2-part instrument (Ju-
nior College Environmental Scales). This work,
done by Hendrix, was later extended by the
author of this paper in the development of his
own instruments (Faculty Environmental
Preference Scales and Faculty Environmental
Scales). (AL)

ED 053 725

JC 710 224

Foothill Community College District: Community
Services Status Report.

Foothill Community Coll. District, Cupertino,
Calif.

Pub Date 30 Jun 71

Note—70p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Programs, Auditoriums,
*Community Programs, *Community Recrea-
tion Programs, *Community Services, *Junior
Colleges, Program Planning, Public Affairs
Education, Radio Technology, Recreational
Programs, Science Facilities

Identifiers—*California

Community services programs for the Foothill
Community College District are described and
statistics indicating their level of activity for
1970-71 are presented. This progress report also
includes a 5-year budget projection and future
program plans. The recreation program includes
structured and unstructured athletic and recrea-
tional events. A unique science services program
operates two planetaria, an observatory, an elec-
tronics museum, and a science affiliates program.
A firearms range is available for community use
in addition to law enforcement training. A pro-
gram of professional entertainment is scheduled
to provide the community a cultural center. Short
courses, seminars, symposia, and workshops of
general interest are offered on a non-credit basis.
Music organizations include a 150-voice
symphonic choir, a chamber orchestra, and a
symphony orchestra. A radio station draws on
outside sources as well as on campus and com-
munity talent to operate 18 hours a day. An art
gallery provides a program of exhibits. Several
auditoriums and other facilities are available and
encouraged for use by the public. Service func-
tions provided by the Public Information Officer,
B x Office personnel, and Facilities Coordinator
are also described. (MN)

LI

ED 053 726

LI 002 764

Interlibrary Cooperation in the Baltimore-
Washington Area.

Committee on Information Hang-ups, Washing-
ton, D.C.

Pub Date 24 May 71

Note—6p.; (0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Consortia, *Interlibrary Loans,
*Library Cooperation, *Library Networks,
*Library Services, Library Surveys, Public
Libraries, *Special Libraries, University Libra-
ries

Identifiers—District of Columbia, Maryland, Vir-
ginia

A survey of interlibrary cooperative projects
engaging libraries and librarians in the Baltimore
- Washington metropolitan area that could be
identified during the winter and spring months of
1970-71 are presented. Cooperative projects
discussed included: (1) Union Lists such as the
"Journal Holdings in the Washington - Baltimore
area," published annually by computer print-out
which represents holdings of 44 different libra-
ries, mostly non-government and a "Union List of
Serials in the Libraries of the Consortium of
Universities of the Metropolitan Washington
Area," published by the Catholic University
Press; (2) Networks currently in use in the area
and (3) Informal Organizations which were
started to fill the need for interlibrary loans
among small libraries of similar interest. The
origin of the Committee on Information Hang-
Ups is related and its decision not to disband
after completing the study, "Information Hang-
Ups," but instead to study other problems insolu-
ble for the individual libraries but possibly vul-
nerable to the attack by a group of concerned
libraries is discussed. (Author/NH)

ED 053 727

LI 002 958

Problems in University Library Management.

Booz, Allen and Hamilton, Inc., Chicago, Ill.

Spons Agency—American Council on Education,
Washington, D.C.; Association of Research
Libraries, Washington, D.C.

Pub Date 70

Note—68p.; (4 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Library Planning, *Management,
*Problems, *Research Libraries, *University
Libraries

The primary purpose of this study is to identify
the management problems of research libraries.
The study suggests some approaches to solve
these problems and sets priorities for action. The
discussion is focused on the future and attention
is directed to topics which promise to be signifi-
cant in the context of the operating environment
anticipated for research libraries and the univer-
sities of which they are a part. Areas in which im-
pediments to effective university library manage-
ment exist are: (1) planning, (2) objectives and
requirements, (3) operations, (4) organization,
(5) staffing, (6) facilities, (7) financing and (8)
interinstitutional arrangements. Each of these
areas is discussed in Chapter III - "Recommended
Approaches to Improved Management of Univer-
sity Libraries." Chapter I discusses the implica-
tions of higher education trends for university
libraries, Chapter II describes current and an-
ticipated problems in the management of univer-
sity libraries and Chapter IV presents a plan of
action. The Chapter materials are summarized in
the exhibits. This document previously an-
nounced as ED 047 719. (NH)

ED 053 728

LI 002 962

An Institute in Archival Librarianship (University
of Oregon, Eugene, September 22, 1969 - Au-
gust 14, 1970). Final Report.

Oregon Univ., Eugene. School of Librarianship.
Spons Agency—Division of Library Programs,
BLET.

Pub Date Sep 70

Grant—OEG-0-9-470002-0230(319)

Note—39p.; (0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Archives, Information Systems, In-
stitutes (Training Programs), *Librarians,
*Library Education, *Library Technical
Processes, Management, Professional Training,
*Records (Forms), Seminars

Identifiers—*Librarianship, University of Oregon

The Institute was designed to educate twenty
superior college graduates in the fundamentals of
librarianship and the theory and practice of
archival work. Besides the core curriculum in
Librarianship, four especially designed courses in
archival work were given. The Seminar on His-
tory, Development, and Character, of Archives
discussed the historical development of records
keeping including writing paper, methods and
collections; archival resources; and physical
preservation and restoration. The Seminar in
Legal Significance and Use of Records in-
vestigated legal control of the administrative
processes affecting records within government,
business, and institutions. Records Management
and Information Systems emphasized quality and
simplification. The workshop was spent in
archival establishments in individual in-service
situations, specifically arranged to best suit the
interests and capacity of each participant. Partici-
pants received credit toward the Master of Librar-
y Science Degree. (For papers prepared for this
Institute see LI 002963 through LI 002976).
(Author/NH)

ED 053 729

LI 002 963

Combs, Judith O. - And Others

[City and County Records.]

Pub Date 70

Note—91p.; (75 References); Papers prepared
for the Institute in Archival Librarianship,
University of Oregon, September 22, 1969 -
August 14, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Archives, *City Government,
*Community Agencies (Public), Institutes
(Training Programs), *Library Education,
*Records (Forms), Seminars

Identifiers—*Librarianship, Oregon, University of
Oregon

Six papers presented at the Institute were con-
cerned with city and county records. They are:
"EWEB and Its Records," which discusses the
history, laws and records of the Eugene Water
and Electric Board (EWEB); "Police Records:
Eugene, Oregon," classifies police records, other
than administrative, into three general categories:
(1) case or complaint, (2) arrest and (3) per-
sonal identification records; "Medical Records of
Scared Heart General Hospital," presents
background material as well as an overview of
the records' processing, storage, and use
procedures; "Inventory of Lane County Records:
Report on Deeds, Mortgages, and Titles," is di-
vided into three sections; (1) legal and adminis-
trative background, (2) inventory and (3) sample
forms; "Marriage and Divorce Records," sum-
marizes legal origins of marriage and divorce
records in the State of Oregon, and "Brief His-
tory and Inventory of Selected Records of the
Building and Safety Division, Department of
Public Works, City of Eugene Oregon," traces
the history, development, and current practices in
the generation and keeping of some of these
records. (Other papers from this Institute are
available as LI 002962 and LI 002964 through LI
002976). (NH)

ED 053 730

LI 002 964

Abraham, Terry - And Others

[Church Archives; Selected Papers.]

Pub Date 70

Note—167p.; (73 References); Papers prepared
for the Institute in Archival Librarianship,
University of Oregon, September 22, 1969 -
August 14, 1970

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Archives, *Churches, Institutes
(Training Programs), *Library Education,
*Records (Forms), Seminars

Identifiers—*Librarianship, Oregon, Religious
Libraries, University of Oregon

Papers presented at the Institute which were
concerned with keeping of church archives are
entitled: "St. Mary's Episcopal Church, Eugene,
Oregon;" "Central Lutheran Church, Eugene,
Oregon: A History;" "Mormon Church Archives:
An Overview;" "Sacramental Records of St.
Mary's Catholic Church, Eugene, Oregon;"
"Chronology of St. Mary's Catholic Church, Eu-
gene, Oregon: An Outline of Its Administrative
History;" "Eugene First Baptist Church;" and
"An Organizational History of the Central
Presbyterian Church, Eugene." (Other papers
from this Institute are available as LI 002962-LI
002963 and LI 002965 through LI 002976).
(Author/NH)

ED 053 731 LI 002 965

Combs, Judith O. And Others

[Selected Papers From the Institute in Archival Librarianship, University of Oregon, September 22, 1969 - August 14, 1970.]

Pub Date 69

Note—94p.; (95 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Archives, *History, Institutes (Training Programs), *Library Education, *Photographs, *Records (Forms), Seminars
Identifiers—*Librarianship, Nonbook Materials, University of Oregon

Eight papers which are concerned with the keeping of business and historical archives were presented at the Institute. They are: "Appraisal of Business Records," "Oral History," "Labor History Archives," "Arrangement of Manuscripts," "Manuscript Collections of the State Historical Society of Wisconsin," "Special Materials: Still Picture Collections," "Subject Filing: A Review and Critique," and "The Record Group Concept." (Other papers from this Institute are available as LI 002962-LI 002964 and LI 002966 through LI 002976). (Author/NH)

ED 053 732 LI 002 966

McClure, Patricia Harlan

[Genealogical Research.]

Pub Date 69

Note—23p.; (22 References); Papers prepared for the Institute in Archival Librarianship, University of Oregon, September 22, 1969 - August 14, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Archives, Institutes (Training Programs), *Library Education, *Microfilm, *Records (Forms), Research, Seminars
Identifiers—Genealogy, *Librarianship, University of Oregon

Two Institute papers were concerned with genealogical research. "Manuscripts, Private Papers and Genealogical Research," deals with the handling and evaluation of unpublished and private papers in genealogical research. "The Genealogical Society of the Church of Jesus Christ of the Latter-Day Saints," discusses the Mormon Church's microfilming of original records of genealogical interest from all parts of the world and compiling them in one central depository in Salt Lake City to facilitate research. (Other papers from this Institute are available as LI 002962-LI 002965 and LI 002967 through LI 002976). (NH)

ED 053 733 LI 002 967

Abraham, Terry

[The Henry E. Huntington Library.]

Pub Date 69

Note—39p.; (55 References); Papers prepared for the Institute in Archival Librarianship, University of Oregon, September 22, 1969 - August 14, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Archives, Facsimile Communication Systems, *Humanities, Institutes (Training Programs), *Library Collections, *Library Education, Photography, *Records (Forms), Research, Seminars

Identifiers—Henry E. Huntington Library, *Librarianship, University of Oregon

The biographical sketch of Henry E. Huntington includes a description of the establishment of the Huntington Library and the purpose and scope of its collection. Although this is a free and public library, its use is restricted to qualified scholars having legitimate research needs. Photographic techniques were developed at the Huntington Library in order to make the collection available to scholars who were unable to travel to San Marino. Photography serves to preserve original copies of manuscripts which are in the process of disintegration or from which the writing is slowly disappearing and it saves wear and tear on the documents by reader use. The use of microfilm and microprints is compared and photographic analysis of a document is discussed. (Other papers from this Institute are available as LI 002962-LI 002966 and LI 002968 through LI 002976). (NH)

ED 053 734 LI 002 968

Horn, David E.

[Harvard University Archives.]

Pub Date 69

Note—59p.; (85 References); Papers prepared for the Institute in Archival Librarianship,

University of Oregon, September 22, 1969 - August 14, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Archives, Institutes (Training Programs), Library Acquisition, *Library Collections, *Library Education, *Library Reference Services, *Records (Forms), Seminars, University Libraries

Identifiers—Harvard University, *Librarianship, University of Oregon

A series of three papers on the Harvard University Archives is presented. The first paper gives the history of the Archives and describes the collections. The second paper deals with the accessioning and preservation of records. The third paper describes the reference service. In each paper the particular description of the Harvard University Archives is given in the context of a wider view of academic archives and resources. (Other papers from this Institute are available as LI 002962-LI 002967 and LI 002969 through LI 002976). (Author)

ED 053 735 LI 002 969

Pratt, Carol S.

[University of California Archives.]

Pub Date 69

Note—30p.; (32 References); Papers prepared for the Institute in Archival Librarianship, University of Oregon, September 22, 1969 - August 14, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Archives, Institutes (Training Programs), *Library Collections, *Library Education, Management, *Records (Forms), Seminars, *University Libraries

Identifiers—*Librarianship, University of California (Berkeley), University of Oregon

The historical development of the University of California Archives is traced. In 1929 the U.S. Bureau of the Budget foresaw the need to develop a method to rapidly separate valuable from routine documents and to establish guidelines for the evaluation of records. Records management—a system to store, service, analyze, and weed documents—has grown out of this need. The three-way character of records management is paraphrased as follows: (1) Engineers to control the paper; (2) Archivists to appraise, select records and to plan, equip and administer the records storage facility; and (3) historian to identify, organize, and interpret the records. (Other papers from this Institute are available as LI 002962-LI 002968 and LI 002970 through LI 002976). (NH)

ED 053 736 LI 002 970

Webb, John

[The Presidential Libraries.]

Pub Date 69

Note—69p.; (82 References); Papers prepared for the Institute in Archival Librarianship, University of Oregon, September 22, 1969 - August 14, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administration, *Archives, Institutes (Training Programs), *Library Education, *Records (Forms), *Research Libraries, Seminars, *Special Libraries

Identifiers—*Librarianship, Presidential Libraries, University of Oregon

There are seven Presidential libraries in various states of existence, from quite active to proposed: (1) Franklin D. Roosevelt Library, (2) Harry S. Truman Library, (3) Herbert Hoover Library, (4) Dwight D. Eisenhower Library, (5) John F. Kennedy Memorial Library (6) Lyndon B. Johnson Library and (7) Rutherford B. Hayes Memorial Library. Each Presidential library has as its heart "the Presidential records and papers donated or deposited by the President and by officials and friends associated with the President whose name the institution bears." The Franklin D. Roosevelt Library is the oldest, largest, most used, and seemingly best administered and most successful of the Presidential libraries. It is the model upon which the others have been based. An account of the development of the Franklin D. Roosevelt Library is given. In the few short years of their existence the Presidential libraries have become among the most important depositories of private papers in the country. This is discussed in the second paper presented here. The final paper is concerned with the specific application of administrative matters—budget, staff, building and equipment—to the Presidential libraries (Other papers from this Institute are available as LI

002962 - LI 002969 and LI 002971 through LI 002976). (NH)

ED 053 737 LI 002 971

Sudduth, Susan

[The New York Public Library.]

Pub Date 69

Note—48p.; (57 References); Papers prepared for the Institute in Archival Librarianship, University of Oregon, September 22, 1969 - August 14, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Archives, Development, Institutes (Training Programs), *Library Education, *Public Libraries, *Records (Forms), Seminars
Identifiers—*Librarianship, New York, University of Oregon

The purpose of this report is to present a study of the history and development of the New York Public Library. Attention has also been paid to the structure of the Library and its various Divisions, including the Manuscript Division. However, this paper does not attempt to penetrate deeply into the policy and organization of the Manuscript section, as that is the subject of subsequent reports. (Other papers from this Institute are available as LI 002962-LI 002970 and LI 002972 through LI 002976). (Author)

ED 053 738 LI 002 972

Mitchellmore, Elizabeth

[The Library of Congress Manuscript Division.]

Pub Date 69

Note—36p.; (40 References); Papers prepared for the Institute in Archival Librarianship, University of Oregon, September 22, 1969 - August 14, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Archives, Institutes (Training Programs), *Library Education, *Records (Forms), Seminars

Identifiers—*Librarianship, Library of Congress, Manuscripts, University of Oregon

The first of this set of two papers discusses the administration and activities of the Manuscript Division of the Library of Congress. The function of the Division is to safeguard, help acquire, classify and catalog, and make useful the collections of manuscripts in its possessions. To accomplish this the Division maintains a reading room and reference service, and prepares bibliographies, guides, calendars, indexes, and publications. The second paper is concerned with the Presidential Papers Index Series of the Library of Congress Manuscript Division. The papers of twenty-three presidents from George Washington to Calvin Coolidge are part of the Manuscript Division. The size and content of each of the Presidential papers indexes is described. (Other papers from this Institute are available as LI 002962 - LI 002971 and LI 002973 through LI 002976). (NH)

ED 053 739 LI 002 973

Schar, Jessica

[North Carolina State Archives.]

Pub Date 69

Note—44p.; (28 References); Papers prepared for the Institute in Archival Librarianship, University of Oregon, September 22, 1969 - August 14, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Archives, *History, Information Storage, *Institutes (Training Programs), *Library Education, Microfilm, *Records (Forms), Seminars, State Government, *State Libraries

Identifiers—*Librarianship, North Carolina, University of Oregon

An historical account of the apathy, neglect and mishandling of the archival papers of the State of North Carolina is given and the development of a truly archival agency is described. The subject of the second paper in this series of three papers is the relationship of archives to active record offices in North Carolina. It examines the State's Department of Archives' undertaking as they relate to the active records offices it works with to provide a more complete understanding of the archivists' role. The third paper is concerned with arrangement and accessioning of microfilms, with difficulties encountered in the filming and use of microfilm, and with the costs involved. This report concludes with some general information about storage problems, costs, and guides to materials available on microfilm. (Other papers from this Institute are

available as LI 002962 - LI 002972 and LI 002974 through LI 002976. (NH)

ED 053 740

LI 002 974

Palm, Charles
[Wisconsin State Archives.]

Pub Date 69

Note—32p.; (32 References); Papers prepared for the Institute in Archival Librarianship, University of Oregon, September 22, 1969 - August 14, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Archives, *History, Information Storage, *Library Education, Library Equipment, Library Facilities, *Records (Forms), Seminars, *State Government

Identifiers—*Librarianship: University of Oregon, Wisconsin

The story of the archival program in Wisconsin is presented in the first of these two papers. The Wisconsin archival program is rated as one of the finest in the country. It is not without problems, however, for there are too many unorganized collections and there is need for more work on county records. Budgets, staffs, buildings, and equipment comprise the basic material of any state archival program. The second paper identifies and lists the most widely accepted standards and, as far as possible, shows how and to what extent one state archival agency has met them. (Other papers from this Institute are available as LI 002962 - LI 002973 and LI 002975, LI 002976). (NH)

ED 053 741

LI 002 975

Res, Jay W.

[California State Archives.]

Pub Date 69

Note—31p.; (26 References); Papers prepared for the Institute in Archival Librarianship, University of Oregon, September 22, 1969 - August 14, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Archives, *History, Information Storage, Institutes (Training Programs), *Library Education, *Records (Forms), Seminars, *State Government

Identifiers—California, *Librarianship, University of Oregon

The first paper on the California State Archives treats the administrative status, legal basis of the archives program, and organization of the archives program. The problem areas in this States' archival program are discussed at length. The second paper gives a crude sketch of the legal and administrative history of the California State Archives, a summary of resources, and a report of the California Heritage Preservation Commission. (Other papers from this Institute are available as LI 002962 - LI 002974 and LI 002976). (Author/NH)

ED 053 742

LI 002 976

Axtell, Arleen
[The Illinois State Archives.]

Pub Date 69

Note—46p.; (70 References); Papers prepared for the Institute in Archival Librarianship, University of Oregon, September 22, 1969 - August 14, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Archives, *History, Information Storage, Institutes (Training Programs), *Library Education, Library Reference Services, *Records (Forms), Seminars, Standards, *State Government

Identifiers—Illinois, *Librarianship, University of Oregon

A series of three papers on the Illinois State Archives includes a report on the history, functions, and organization of the Archives Department; the accessioning and preservation of records by the State Records Section which accessions and arranges permanent records, describes holdings, and provides reference service to state officials and the general public, restores and repairs fragile documentation, and administers and guides the State Records Commission; and a discussion of standards for reference services, procedures and problems dealt with by state archives institutions emphasizing the one in Illinois. (Other papers from this Institute are available as LI 002962 through LI 002975). (Author/NH)

ED 053 743

LI 002 977

Yovits, M. C.

Information Science: Toward the Development of a True Scientific Discipline.

Ohio State Univ., Columbus. Computer and Information Science Research Center.

Spons Agency—National Science Foundation, Washington, D.C. Office of Science Information Services.

Report No.—TR-69-8

Pub Date Jun 69

Note—29p.; (4 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Definitions, *Information Science, *Intellectual Disciplines, *Sciences

It is pointed out that if information science is to be considered a "true" science similar to physics or chemistry then it must have a set of concepts and analytical expressions which apply to the flow of information in a general way. Such expressions should be relatively independent of the particular context or application under consideration. Definitions of a rigorous nature for the fundamental quantities involved must be established. These must have general applicability and must be related to other known and measurable quantities. It is desirable also that they be capable of quantification. Information is defined as data of value in decision making. Quantitative measures of information can be obtained by relating information to specific observable actions which can be measured physically. (Author)

ED 053 744

LI 002 978

Billings, Jane K., Ed.
Learning to Use Media.

Wisconsin State Dept. of Public Instruction, Madison. Div. of Library Services.

Report No.—BULL-197

Pub Date 70

Note—31p.; (36 References)

Available from—Publications Dept., Dept. of Public Instruction, 126 Langdon Street, Madison, Wisconsin, 53702 (\$.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiovisual Aids, *Educational Resources, Instructional Materials Centers, *Instructional Media, Library Materials, School Libraries

The publication "Learning to Use Media" is a complete revision of the "Handbook of Suggestions for School Library Activities." It includes audio-visual as well as print materials made adaptable to present-day curricular uses. The guide is designed for use with a basic collection of print and audio-visual materials, well organized and cataloged, and administered by trained personnel in an adequately housed media center. Included are the skills that teachers and media specialists believe necessary for the effective use of instructional resources. (Author)

ED 053 745

LI 002 979

An Identification of Problems Relating to Federal Procurement of Library Materials Prepared for Commission on Government Procurement.

Federal Library Committee, Washington, D.C.

Pub Date 10 Nov 70

Note—7p.; (0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Government Libraries, *Library Acquisition, Library Collections, *Library Expenditures, *Library Materials, Problems, *Purchasing

The Federal Library Committee through the Task Force on Procurement Procedures in Federal Libraries is examining all problems and is recommending policies, procedures, and practices which will maximize the efficient procurement of library materials. It is suggested that the vehicle for this investigation be the appropriate Commission on Government Procurement work group. The required action includes: (1) Identification of improvements in procurement of library materials possible under existing laws and regulations. (2) Changes in laws or regulations necessary to overcome known difficulties in procurement of library materials. (3) Establishment of a set of procedures, definitions, simplified methods and forms for procurement of library materials. (Author/MM)

ED 053 746

LI 002 980

Gibbs-Smith, Charles H.

Copyright Law Concerning Works of Art, Photographs and the Written Word.

Museums Association, London (England).

Pub Date 70

Note—12p.; (0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Art Products, *Copyrights, *Information Dissemination, *Laws, Literature, *Museums, Photographs, *Reprography, Sculpture

Written in an informal style, this brief guide to the complexities of copyright law in England is intended for the world of museums and galleries. Particular attention is paid to the day-to-day problems encountered in photographic copyright. (MM)

ED 053 747

LI 002 981

Standardization in Canadian University Libraries—An Approach And A Proposal: A Report of the AUCC Committee on Library Automation.

Association of Universities and Colleges of Canada, Ottawa (Ontario).

Pub Date 69

Note—162p.; (0 References)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Library Automation, *Library Cooperation, Library Expenditures, *Library Materials, *Library Standards, Library Surveys, Questionnaires, *University Libraries

The aim of this report is to study the feasibility of establishing university library systems, based on cooperation and compatibility, which are capable of utilizing all advances in educational theory and modern technology without sacrificing any relevant features of the traditional library. The application, present problems and cooperative possibilities of five areas are explored. These are: (1) acquisitions service, (2) cataloguing services, (3) circulation services, (4) document retrieval services, (5) personnel services and (6) equipment. (MM)

ED 053 748

LI 002 982

Reneker, Maxine H.

A Study of Book Thefts in Academic Libraries.

Pub Date Sep 70

Note—262p.; (30 References); A Dissertation Submitted to the Faculty of the Graduate Library School [Univ. of Chicago] in Candidacy for the Degree of Master of Arts

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Book Theft, *College Libraries, *Library Collections, *Library Expenditures, Library Surveys, Questionnaires, *Stealing, University Libraries

Identifiers—*Library Statistics

The 156 academic libraries serving student bodies of less than 5,000 students, reported an average loss of 230 volumes per year at a cost of approximately \$2,875.00 to replace. This loss of one volume for every five students represents the staggering projected total of 1,440,000 volumes lost in the year 1968/69. There are two ways of viewing the loss problem. The first view is a careful examination of the type and subject matter of the material stolen. This is a longer-range goal which takes into consideration the reading needs of the students, why books are stolen, and whether or not the library is providing adequate services and materials. The second view considers control methods and ways of preventing loss of all types of material in the library's collection. (MM)

ED 053 749

LI 002 983

Kaungamo, Ezekiel E.

The Tanganyika Library Service.

African Adult Education Association, Lusaka (Zambia).

Pub Date 71

Note—25p.; (5 References); Paper prepared for the Conference of the African Adult Education Association (3rd, University of Dar es Salaam, Tanzania, April 19-24, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Books, *Foreign Countries, History, *Library Services, *Public Libraries, *Reading Habits, *Use Studies

Identifiers—*Tanganyika

The history, services, reading habits, and statistics are given for the Tanganyika public libraries. The conclusions of the study were that most Africans tend to read for utilitarian purposes and not for recreation or self-development, that there is little spare time for reading, the subject matter in books reflects European civilization, and more research is required to find out who reads what and why. (AB)

ED 053 750 LI 002 984

Bryan, Harrison Hean, Evelyn Lorna
The Function of the Library in A College of Advanced Education.

Commonwealth Advisory Committee on Advanced Education, Canberra (Australia).
Spons Agency—Australian Ministry of Science and Education, Canberra.

Pub Date 70

Note—175p.; (210 References)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academic Education, *Continuation Education, *Educational Needs, *Learning Processes, Librarians, *Libraries, *Teaching Methods, Technical Education, Technology
Identifiers—*Library Role

A research study based largely on the published literature and including interviews with an extensive selection of librarians and library users, educationalists and employers, was made of the function of the library in a college of advanced education. (CAE). The three main areas of investigation were use patterns, collection analysis, and processing and service technology. Conclusions were that the CAE's are making a genuine contribution to diversity in tertiary education and will provide a viable alternative to university education for those whose interest lies in technology. Teaching methodology will require new attitudes to encourage life-long learning—teaching methods, and libraries must find their place in this process and contribute positively to it. (AB)

ED 053 751 LI 002 985

Whitemore, Bruce

An Example of the Application of Generalized Information Systems Concepts to the Quantification of Information in a Decision System: The Examination of Quantified Information Flow in an Industrial Control Problem.

Ohio State Univ., Columbus. Computer and Information Science Research Center.

Spons Agency—National Science Foundation, Washington, D.C. Office of Science Information Services.

Report No.—OSU-CISRC-TR-71-4

Pub Date May 71

Note—50p.; (10 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Decision Making, *Information Science, *Information Systems, Management, *Models, *Simulation
Identifiers—*Yovits Ernst Model

This research study is based on an application of concepts derived from the Yovits-Ernst Model for a generalized information system. These concepts and their implications are applied to a management decision model for a hypothetical production control problem. The purpose of this investigation is to demonstrate that the theory of the Yovits-Ernst Model can provide a valid analytical base from which a precise quantification of the flow of information through a decision system can be achieved. An additional goal is to formulate and to investigate some of the overall implications that may result from such a quantification. (Author)

ED 053 752 LI 002 986

Wingate, Henry W.

Cataloging-In-Publication: Problems and Prospects.

Pub Date 71

Note—15p.; (18 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cataloging, *Libraries, *Library Services, *Library Technical Processes, Problems, *Publishing Industry
Identifiers—*Cataloging In Source, Library of Congress

The interest in cataloging-in-source was revived during the twentieth century, with the most important experiment being that of the Library of Congress which concluded the program could not be justified from the viewpoint of financing, technical considerations or utility. A new program has been developed which poses many problems and has far-reaching implications for all libraries. The largest problem is that of cooperation with individual publishers. The publishers, the Library of Congress, and the libraries which will use the entries must all cooperate and find a program consistent with their individual objectives, and many of the inevitable programs must be identified as early as possible if the program is to succeed. A more critical attitude on the part

of those involved and a more objective examination of the problems are also required to ensure success. (AB)

ED 053 753 LI 002 987

Hiatt, Peter And Others

Education of State Library Personnel: A Report With Recommendations Relating to the Continuing Education of State Library Agency Professional Personnel.

American Library Association, Chicago, Ill.

Spons Agency—Wilson (H. W.) Foundation, New York, N. Y.

Pub Date Jan 71

Note—68p.; (8 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education Programs, *Consultants, Library Education, Library Programs, Library Science, *Library Skills, Personnel, *Professional Continuing Education, *State Libraries

The committee reviewed the continuing education needs of state library professional personnel, although the report has applicability for all levels of personnel in all libraries. The greatest immediate need was for the continuing education for consultants and consultant techniques. The state library administration must understand the consultant role and participate in his educational role. The participative laboratory method of adult learning is most successful to educate consultants and administrators. The committee recommended education of a representative from each library under a program of five days duration beginning in 1971, which would be self-supporting. Establishment of a National Advisory and Action Committee for Continuing Education of State Library Personnel was also recommended, as was the responsibility for continuance of the initial program by that Committee. The development of new materials and packaged programs to support a continuing effort is also recommended. (AB)

ED 053 754 LI 002 988

FAMULUS: A Personal Documentation System—Users' Manual.

Pacific Southwest Forest and Range Experiment Station (DOA), Berkeley, Calif.

Pub Date 69

Note—45p.; (0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Programs, *Electronic Data Processing, Information Processing, *Information Storage, *Information Systems, Manuals, *Reference Materials

Although designed to process personal reference collections maintained by researchers, Famulus is suitable for a large number of other applications. For this purpose it can be regarded as a general-purpose system. This manual presents it as such a system. The eight main Famulus programs described are: "Edit"—writes punched card input onto tape. Allows the user to make corrections, additions, and deletions. "Sort"—rearranges file order by changing the order of fields within records so the file can be realphabetized. "Merge"—provides updating facilities and permits enlargement of the files through merging two individual files into one master file. "Galley"—prints the file in any of several formats. "Vocab"—prints in alphabetic order the words in any given field of a file, making lists of index terms, keywords in title, etc. "Index"—lists keywords and tells in what records they may be found, thereby, indexing your file. "Search"—scans stipulated field(s) in the records of a file, matching them against a user-prepared search question. Only those records that meet the search requirements are printed out. "Osafy"—punches card deck equivalents of tape files, for use as safety decks or for massive correction operations. Appendix D mentions three peripheral programs. (Author/NH)

ED 053 755 LI 002 989

Minker, Jack
Generalized Data Management Systems—Some Perspectives.

Maryland Univ., College Park. Computer Science Center.

Spons Agency—Auerbach Corp., Philadelphia, Pa.; National Bureau of Standards (DOC), Washington, D.C.

Report No.—TR-69-101

Pub Date Dec 69

Note—125p.; (45 References)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Computer Programs, *Computer Science, *Electronic Data Processing, *Information Systems, *Management Information Systems

Identifiers—*Computer Software

A Generalized Data Management System (GDMS) is a software environment provided as a tool for analysts, administrators, and programmers who are responsible for the maintenance, query and analysis of a data base to permit the manipulation of newly defined files and data with the existing programs and system. Because the GDMS technology is believed to be important for Management Information Systems (MIS), section 2 of this paper discusses the overall problems attendant with MIS. Section 3 describes some of the components of a GDMS and the role of a GDMS within a MIS. An example which shows how generality is achieved in a GDMS to permit the same file maintenance and retrieval programs to operate on many different files is discussed. Section 4 provides some historical perspective on some of the early developments within this technology. Four types of GDMSs are recognized and described briefly. Trends and developmental needs of GDMSs are noted in Section 5. Over 60 GDMS systems are listed in a summary chart in Appendix I. Appendix II contains a Key Word in Context Index (KWIC) to the literature of this field. (Author/NH)

ED 053 756 LI 002 990

Aiken, Robert M., Ed.

Papers Presented at the ACM SIGCSE Technical Symposium on Academic Education in Computer Science [held in Houston, Texas, November 16, 1970].

Association for Computing Machinery, New York, N. Y.

Pub Date 70

Note—132p.; (92 References)

Available from—Order Dept., SIGCSE c/o ACM, 1133 Avenue of the Americas, New York, N. Y. 10036 (\$5.00 prepaid)

Journal Cit—SIGCSE Bulletin; v2 n3 Special Issue

Document Not Available from EDRS.

Descriptors—Automation, *Computer Assisted Instruction, Computers, *Computer Science Education, Program Design, *Programming, Programming Problems, Symposia, *Systems Development, *Undergraduate Study
Identifiers—*Computer Software

The papers given at this symposium were selected for their description of how specific problems were tackled, and with what success, as opposed to proposals unsupported by experience. The goal was to permit the audience to profit from the trials (and errors) of others. The eighteen papers presented are: "Business and the University Computer Science Department: The Left-Hand Side of a Dialogue," "Undergraduate Computer Science Education," "Visiting Industrial Professors and Sabbaticals in Industry," "A Student-Designed Undergraduate Program," "A Large-Scale Undergraduate Programme in Computer Science," "Network Computing for Computer Science Departments," "The Computer Science Teaching Laboratory at the University of Washington," "A Course on the Relationship of Formal Language Theory to Automata," "The Emergence of Computational Arithmetic as a Component of the Computer Science Curriculum," "Principles of Computer System Organization," "Teaching Systems Programming and Software Design: Problems and Solutions," "The Challenge of Computer Science in New Zealand," "Computer Science in Israel's Institutions of Higher Learning," "Computer Education for Secondary School Mathematics Teachers," "Liberal Arts Education in Computers," "Experience with a 'Universal' Introductory Course in Computer Science," "Introducing the Computer at a Small Liberal Arts College," and "A Complete Package for Introducing Computer Science." (Author/NH)

ED 053 757 LI 002 991

Ball, Val L.

A History of Bookmobile Library Service in the State of Utah.

Pub Date 30 Apr 71

Note—45p.; (26 References); A Research Project Submitted to the Graduate Department of Library and Information Sciences, Brigham Young Univ., Provo, Utah, in Partial Fulfillment... of the Master of Library Science Degree

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bookmobiles, Branch Libraries, *History, *Library Services, *State Programs
Identifiers—*Utah

There are four library systems in Utah which provide bookmobile library service; the Salt Lake County Library, Salt Lake City Library, San Juan County Library and Utah State Library Commission. This study is limited to bookmobile library service in Utah and to librarians who first began library service. The history of bookmobiles in Utah began in 1947 when Ruth Vine Tyler suggested the need for this type of library service to the Salt Lake County Library Board. The Board purchased the first bookmobile and it began serving the public in 1949. The second library to put bookmobiles into service was the Utah State Library Commission which purchased its first bookmobile in 1958. San Juan County was the third library to purchase a bookmobile in 1959. The Salt Lake City Library began bookmobile service in 1960. Today there are nineteen bookmobiles serving nineteen of the twenty-nine Utah counties. (Author/NH)

ED 053 758

LI 002 992

Koch, H. William. *Grattidge, Walter*
Marketing the Products and Services of Information Analysis Centers.

American Inst. of Physics, New York, N.Y. Information Div.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—AIP-ID-71-2

Pub Date 71

Note—23p.; (17 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Information Centers, *Information Dissemination, Information Retrieval, *Information Services, *Marketing, *Use Studies
Information analysis centers must perform the function of evaluation as well as compilation, in order to generate products and services with increased utility and user acceptance. Also, these centers must perform a dual role as wholesaler and retailer. These roles, as well as problems and examples of production and marketing experiences, are examined so as to elucidate the present and future potential of information analysis centers in improving communication among scientists. The full potential will be shown to require marketing by information analysis centers operated by a complete spectrum of institutions, including governmental agencies, scientific and technical societies, not-for-profit groups, and commercial firms. (Author)

ED 053 759

LI 002 993

Murray, Olin B., Jr.
Knowledge, Universities, and Libraries: Some Social-Functional Aspects of Interinstitutional Rationalization in Canada.

Pub Date 70

Note—62p.; (115 References); Paper presented at Fall Meeting of Canadian Association of College and University Libraries...occasion of Annual Meeting of Assoc. of Universities & Colleges of Canada, Winnipeg, Manitoba, Nov. 2, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Archives, College Libraries, *Information Storage, Library Collections, Library Materials, *Professional Recognition, *Status Need, *University Libraries
Identifiers—*Canada

Libraries are different things to different people as well as different things to the same people. In the university environment, the library has an important function as an articulating symbol, as the tangible reference point of the value system of the "examined life." Nothing else so well symbolizes the broad cultural aims of education and research. The exclusive focus on the production-control functions of libraries has obscured some of the important latent functions of the library as a monument. There is an urgent need for a new definition of archive publication if the integrity of the research process is to be preserved. In view of what is known of the scholarly process, and the reward system which supports the dedication of the scholar to research, it is unlikely that scholars will willingly surrender their demand for a tangible and even somewhat idiosyncratic mode of physical substantiation of their research output. (Author)

ED 053 760

LI 002 994

Johnson, Mary Frances K.
Narrative Evaluation Report on the Institute for Building School Media Collections at the University of North Carolina...February 20, 1971 to May 1, 1971. Final Report.

North Carolina Univ., Greensboro.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 71

Grant—OEG-0-0-430003-0540(319)

Note—108p.; (0 References)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Educational Resources, *Instructional Materials, *Instructional Media, Librarians, *Library Acquisition, Library Collections, Library Education, *Library Material Selection, *School Libraries

Building School Media Collections, an Institute for Training in Librarianship, was held in the University of North Carolina at Greensboro in the spring of 1971 to provide opportunity for 35 practicing school librarians to extend and upgrade their competencies in the selection of instructional materials. The Institute featured lectures and other presentations on key topics, each followed by group discussion; small group study of specific problems and issues in building school media collections; and individual or team work by participants leading to the development of policy statements for selection and acquisition of materials. (Author/MM)

ED 053 761

LI 002 995

Wellisch, Hans
An International Centre for Standards Documentation: Proposals for Standardization of UDC Usage and the Mechanized Documentation of Information on Standards.

Israel Society of Special Libraries and Information Centres, Tel Aviv.

Pub Date 69

Note—22p.; (11 References); Contributions to Information Science No. 3

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Classification, *Information Retrieval, *Library Standards, *Library Technical Processes, Standards, *Subject Index Terms

Identifiers—UDC, *Universal Decimal Classification

At present, there are several obstacles to efficient information retrieval regarding the world's standards. There is no uniformity in subject classification, although most standards are classified by the Universal Decimal Classification (UDC); there are no international indexes to the subjects covered; foreign standards and superseded standards (sometimes needed for legal purposes) are generally unavailable at national standards institutions. The proposed Centre would (1) standardize the usage of UDC for standard classification by assigning approved and uniform UDC-numbers; (2) convert all data relating to the world's standards to machine-readable form (punched cards and magnetic tape) for information retrieval by subject, country, language, etc., and for exchange of data between information centres and users of standards; (3) store all current standards as hard copy and on microfiche; (4) store all superseded standards on microfiche only; (5) publish lists and indexes as well as polyplot subject dictionaries. Procedures for assignment and control of UDC-numbers are outlined and a tentative proposal for coding of data on 80-column cards is made. (Author)

ED 053 762

LI 003 002

Metcalfe, Keyes D.
Library Lighting.
Association of Research Libraries, Washington, D.C.

Pub Date 70

Note—106p.; (18 References)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Building Design, College Libraries, Costs, Illumination Levels, *Libraries, Library Facilities, *Lighting, *Lighting Design, *School Libraries, University Libraries, Use Studies

Chapter I provides a background and explains pertinent library lighting problems such as quality, function, aesthetics, intensity, and costs. Emphasis is on the quality and function of lighting for library users. Chapter II deals with the comments and answers to questions by persons who have a special interest and competence in the field of library lighting or who are involved

directly or indirectly in at least one of its five major aspects. The individuals consulted are listed in Appendix A. Chapter III presents the conclusions reached by the author on different aspects of library lighting, and Chapter IV contains recommendations. A major objective of the study has been to make available to those involved in planning library buildings a summary of the different points of view of the consultants who included the following: (a) Persons having first-hand experience with the planning and installation of library lighting: architects, consulting and construction engineers and contractors, illuminating engineers, and interior designers; (b) Persons with particular competence in fields indirectly involved in library lighting: ophthalmologists and other physicians, one conservation expert, psychologists and reading experts, and financial and plant maintenance officers of academic institutions; and (c) Users of libraries: research scholars and librarians. (Author/NH)

ED 053 763

LI 003 004

Browner, Lee B., Ed.
Southwestern Library Association Conference (23rd, Fort Worth, Texas, November 5-7, 1970). Papers and Proceedings.

Southwestern Library Association, Stillwater, Okla.

Pub Date 71

Note—127p.; (0 References)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Books, *Childrens Books, Conferences, Information Dissemination, *Library Associations, *Library Services, Media Technology, Prediction, Publishing Industry, *Reading, Reading Habits, Reading Interests

Identifiers—Information Transfer, *Southwestern Library Association

Part 1 of this conference consists of the six papers presented: (1) "Readers and Reading in 1980," (2) "A Futuristic View of Libraries, Information Transfer, and Media Forms," (3) "A Relative Influence of the Bookseller and the Library on the Publishing Decision," (4) "World Without Walls," (5) "Getting People to Read—Whose Responsibility?" and (6) "Judging Quality in Contemporary Children's Books." Part 2 is a presentation of the association's business proceedings. (Author/NH)

ED 053 764

LI 003 005

[The Future Of The City As A Community: Vigo County Public Library Staff Institute (13th, Terre Haute, Indiana, June 4, 1971).]

Vigo County Public Library, Terre Haute, Ind.

Pub Date 71

Note—153p.; (0 References)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*City Planning, *Community Development, *Community Planning, *County Libraries, Institutes (Training Programs), Library Services, *Public Libraries

Identifiers—Indiana, Library Role, Terre Haute

The topic of the all day institute was: What planning is going on that will work for a revitalized Terre Haute and Vigo County? The goals were: (1) to arouse interest and awareness of city needs by presenting a brief overview of the physical characteristics of the city, (2) to identify the governmental services that have responsibility for city planning, (3) to explore what is being planned to meet today's needs and tomorrow's challenges and (4) to suggest areas where the library might provide information or act as a catalyst for city programs. All details of the institute are included from the advance planning and notices through the post institute evaluations. (Author/NH)

ED 053 765

LI 003 036

General Information on Copyright.
Library of Congress, Washington, D.C. Copyright Office.

Pub Date Oct 69

Note—12p.; (0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Copyrights, *Laws, Publishing Industry, *Standards

All aspects of copyrights are discussed including: (1) what is a copyright, (2) who can claim a copyright, (3) what can be copyrighted, (4) what cannot be copyrighted, (5) unpublished works, (6) copyright procedure for an unpublished work, (7) published works, (8) copyright procedure for published works, (9) copyright notice, (10) how long does copyright protection last, (11) interna-

tional copyright protection, (12) transfer or assignment of statutory copyright, (13) application forms, (14) mailing instructions and (15) available information. (Author/NH)

ED 053 766 LI 003 037

Library Services in Hospitals.
Department of Health and Social Security, London (England).

Report No.—HM-70-23

Pub Date Apr 70

Note—13p.; (33 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Blind, *Financial Support, *Foreign Countries, Handicapped, *Hospitals, *Information Services, *Library Services, Medical Libraries, Mentally Handicapped, Older Adults, Physically Handicapped

Identifiers—*England
The memorandum gives guidance to the provision and organization of library services at hospitals both for staff and for patients. It also draws attention to the assistance available from outside sources towards the development and maintenance of these services so hospital authorities may make the most effective use of the available facilities. Special groups of patients served include: the blind, physically handicapped, mentally ill, and the elderly. (Author/NH)

ED 053 767 LI 003 038

Harris, John

Librarians for Ghana.

Ghana Univ., Legon. Dept. of Library Studies.

Pub Date 70

Note—17p.; (6 References); Occasional Papers No. 1; a lecture

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Foreign Countries, *History, *Librarians, *Library Education, Library Schools

Identifiers—*Ghana, West Africa, Librarianship
The history of librarianship in Ghana began in 1944 when Miss Fegan, an experienced librarian, was assigned by the British Council to run a training course for library assistants at the Achimota College Library. The subsequent development of libraries, library schools, and librarianship in Ghana is traced. To become a professional librarian in Ghana today requires the completion of a diploma course which is open only to university graduates judged to have the requisite qualities of mind, personality and temperament to make satisfactory librarians. The course consists of two parts: (1) one academic session, ending with five written examination papers and (2) the completion of a written bibliography or thesis and practical experience in an approved library. The subjects covered in the syllabus are: (1) cataloging and classification, (2) bibliography, (3) history of libraries and librarianship and (4) administration. (Author/NH)

ED 053 768 LI 003 039

Harris, John

Libraries and Librarianship in Nigeria at Mid-Century.

Ghana Univ., Legon. Dept. of Library Studies.

Pub Date 70

Note—17p.; (15 References); Occasional Paper No. 2; Paper read at the Nigerian Library Association Conference, Lagos, April 2, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conferences, *Foreign Countries, *History, *Librarians, *Libraries, Library Associations, *Library Science, Library Services, National Libraries, Public Libraries

Identifiers—Librarianship, *Nigeria, West Africa, West African Library Association
The beginning and development of libraries in Nigeria are reviewed. Particular areas discussed include: libraries before mid-century, librarians before mid-century, the difficulties of birth, libraries as instruments of power, early library men, the Lagos Library, the Carnegie Corporation, World War II, Elliot Commission, Lagos Public Library, national library concept rejected, a national bibliography, a traveling librarian, and birth of a profession. Although the profession of librarianship was born in Nigeria between 1949 and 1950, the christening did not take place until 1953, when the West African Library Association was formed. (Author/NH)

ED 053 769 LI 003 040

Harris, John

Patterns of Library Growth in English-Speaking West Africa.

Ghana Univ., Legon. Dept. of Library Studies.

Pub Date 70

Note—39p.; (7 References); Occasional Papers No. 3

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Foreign Countries, *National Libraries, *Public Libraries, *Special Libraries, Statistical Data, *University Libraries

Identifiers—Ghana, Library Statistics, Nigeria, Sierra Leone, *West Africa

The statistics which form the basis of this paper were compiled from the result of a questionnaire supplemented by correspondence and information from annual reports and the "Nigerian Libraries," and the "Ghana Library Journal." The data obtained from the questionnaire are presented in the appendices, and are followed by a list of libraries in the order in which they appear in the statistical table, with full name and address, explanatory notes and other relevant information. Two criteria were used as the basis for inclusion: administration by a professionally qualified librarian, and, in the absence of a professional, the size and special significance of the book collection. The data which was supplied falls under four headings: (1) use of the library-indicated by the number of registered readers and volumes borrowed, (2) stock - the library's total holdings in volumes and the number of serial titles currently received, (3) expenditure - annual recurrent expenditure (in some cases no distinction was made between capital and recurrent spending) and (4) staff - number of personnel. This investigation provides a check list of sixty-one libraries in the three English-speaking West African countries of Nigeria, Ghana and Sierra Leone. (Author/NH)

ED 053 770 LI 003 041

Durkin, Robert E., Ed.

Proceedings of the Conference on Federal Information Resources (2nd, Washington, D.C., March 30-31, 1971).

Spons Agency—Association of Research Libraries, Washington, D.C.; Federal Council for Science and Technology, Washington, D.C. Committee on Scientific and Technical Information; Federal Library Committee, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date Sep 71

Note—107p.; (0 References)

Available from—Federal City College Press, Media Services Div., Federal City College, Washington, D.C. 20001 (\$4.25)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Black Community, Conferences, Federal Programs, *Feedback, *Government Libraries, *Information Needs, Information Services, Information Utilization, Library Services, *Research Libraries, *Use Studies

Identifiers—*Committee on Scientific and Technical Information, COSATI, Federal Library Committee

The second conference on Federal Information Resources continued the discussion, begun in 1970, between the Federal library and information community and the research library community. Although each had its particular mission and problems, there is agreement that some problems are common to the two groups and that, in at least some instances, the one community can assist the other to the benefit of both. There was a review of progress made in attacking some of the issues identified at the first Conference, and a report on services recently established or about to be established. Moving beyond specific problems, there was an effort to consider and appraise proposed new organizations, management devices and services that might enable the Federal and non-Federal communities to provide improved services to their users. The special needs of the predominantly black institutions were presented in detail and means of bringing about improvements were set forth. A series of discussion groups provided the opportunity for exchange of views on topics of current interest to both groups. The all-embracing Conference Resolution directed the sponsors to attempt to carry out the recommendations and considerations presented by the speakers, discussion leaders and other participants. (The first Conference is available as ED 043 792) (Author/NH)

ED 053 771 LI 003 042

Williams, James F., II And Others

Study of Interlibrary Loan Policies of the Metropolitan Detroit Medical Library Group.

Wayne State Univ., Detroit, Mich. Medical Library.

Spons Agency—Public Health Service (DHEW), Arlington, Va.

Report No.—R-58

Pub Date Jul 71

Note—15p.; (6 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Evaluation, *Interlibrary Loans, *Library Cooperation, Library Networks, Library Services, Library Surveys, *Medical Libraries, *Policy, *Professional Continuing Education, Special Libraries

Identifiers—*Library Role, MDMLG, Metropolitan Detroit Medical Library Group

The increase in interlibrary loan (ILL) service, the desire of more institutions to share resources, and the unstable nature of grant funds to support such activity, led the Metropolitan Detroit Medical Library Group (MDMLG) to adopt a formal voluntary interlibrary loan agreement in 1970. In brief, the agreement states that borrowing libraries will not ordinarily request books and journals in current or recurring demand, bulky or fragile material, rare material in the original, photocopies of the extremely long articles, materials for class reserve or other group use, reference material in the original, or multiple copies of one article. The most significant addition to the agreement was the incorporation of a section that provides for an Evaluation Committee. The Committee is the mechanism through which the Group will make self-evaluations and recommendations for action as bureaucratic restraints grow from within. The primary purpose of the Committee is to monitor ILL policies not to administer them. An account of the Committee's efforts to collect data on ILL policies of the signatories of the Group's ILL Agreement, and its recommendations for a uniform policy is presented. (Author/NH)

ED 053 772 LI 003 044

Project Intrex. Semiannual Activity Report, 15

March 1971 - September 1971.

Massachusetts Inst. of Tech., Cambridge.

Spons Agency—Carnegie Corp. of New York, N.Y.; Council on Library Resources, Inc., Washington, D.C.; National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—Intrex-PR-12

Pub Date 15 Sep 71

Note—124p.; (40 References)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Computer Programs, Computers, Digital Computers, Economic Research, *Electronic Data Processing, Information Networks, *Information Retrieval, *Information Storage, *Library Automation, Library Services, Magnetic Tapes, Models, University Libraries, Use Studies

Identifiers—Computer Software, Library Role, *Project Intrex

Libraries should resist the temptation to relinquish to computing centers the burden of looking after the university's digital data record resources for a growing volume of intellectually important material will arrive at the university on digital data tapes. If the user must arrange for access to this material outside the library, he will be seriously disadvantaged. When a library assumes responsibility for digital data record resources, the selection of access techniques becomes the central question. The use of interactive techniques in which the user is in direct communication with the data file, combined with full-text displays is described. The model Library Program, discussed in Section III, deals with procedures that assist the user who seeks information in a mixed regime of machine access techniques and conventional library operations. The program's objective is to examine system configurations from the viewpoint of cost-benefit relationships and to study interrelationships among factors such as data-base size, content and cost, user population, equipment utilization, hardware considerations, and networking through use of electrical communications. (Other reports in this series are available as: ED 036 299, 036 301, 043 348, and 047 739). (Author/NH)

ED 053 773 LI 003 045

Shank, Russell And Others

A Library Network for Western Canada; Automation for Rationalization in College and University Libraries in Alberta, Saskatchewan and Manitoba.

Kent State Univ., Ohio. Center for Library Studies.

Pub Date Feb 71

Note—78p.; (0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computers, Information Services, *Information Systems, *Library Automation, *Library Networks, Library Services, *University Libraries

Identifiers—Alberta, *Canada, Manitoba, Saskatchewan

The recommendations of this study are: (1) The western provinces of Canada should move toward making available to the university libraries of the region, the prospective benefits of a magastem organization during the next ten years. (2) There is no present need or justification for mounting an immediate crash program to create the computer-based subsystem. (3) Immediate work is fully justified toward clarification of the design elements, systems of governance, and essential limitations of the presumed resource-management subsystems. (4) As a necessary accessory to the previous recommendations, each university should develop internally and formalize at its highest levels a clear and detailed statement of the quality levels it requires for library and related informational services. (Author/MM)

ED 053 774

LI 003 046

Millin, Laurence Robert

The Effect of the Presence of an Academic Library on the Development of the Public Library. Two Case Studies: Durham and Chapel Hill, North Carolina.

Pub Date Jan 71

Note—43p.; (21 References); A research paper submitted to School of Library Science, University of North Carolina, Chapel Hill, in partial fulfillment of Master of Science in Library Science

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Case Studies, *College Libraries, *Public Libraries, *University Libraries

Although presence of a university library is believed to affect the development of a local public library, little research is published on the subject. This study of Chapel Hill, a university-dominated town of 20,000 suggests that public access to the University of North Carolina Library helped delay the establishment of a public library until 1958. A children's library was formed in 1929; children had not been served at the university. The Chapel Hill Public Library occupies a new building and receives sympathetic support, but government monies do not cover the true cost of operations. Durham, N.C., an industrial city of 93,000, opened a public library in 1898 and replaced it with the present Carnegie library in 1923. A site for a new building is reserved, but a bond issue to support it failed in 1968, despite substantial evidence of need. Certain knowledgeable persons attributed some of the indifference to the availability of the Duke University Library collection. Economic and sociological factors may also contribute. (Author)

ED 053 775

LI 003 047

Waldron, Helen J.

Book catalogs: A Survey of the Literature on Costs.

Rand Corp., Santa Monica, Calif.

Report No.—P-4694

Pub Date May 71

Note—27p.; (50 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Book Catalogs, *Catalogs, Cost Effectiveness, *Costs, Information Retrieval, Information Storage, *Library Automation, Library Materials, Literature Reviews

Once a computer system has been established, and the capabilities exist for the kind of data manipulation which could produce either a book catalog, with as many access points as seem desirable, or catalog cards if desired, the next question to be resolved is whether a book catalog is an economically feasible substitute for catalog cards. The advantages and disadvantages of both card catalog and book catalogs are considered. It is concluded that it is not economically sound to plan on a book catalog unless many copies are required, or the unusually high per-copy costs for a small number can be justified. (Author/MM)

ED 053 776

LI 003 048

Addison, Charles H. And Others

General Information Processing System: (GIPSY). Application Description.

Oklahoma Univ., Norman.

Pub Date Nov 69

Note—130p.; (0 References); Information Science Series, Monograph No. 4

Available from—Merrick Computer Center, Univ. of Oklahoma, 1610 Newton Drive, Norman, Okla. 73069 (\$6.50)

Document Not Available from EDRS.

Descriptors—Computer Programs, *Computers, *Information Processing, *Information Retrieval, *Information Systems

Identifiers—*General Information Processing System, GIPSY

The application description is directed to those desiring to acquaint themselves with the characteristics of the General Information Processing System (GIPSY). It provides guidelines and aids for the preparation and use of the system, and covers such areas as: (1) Information Collection and Creation, (2) Information Retrieval, (3) Maintenance Facilities and (4) Utility Programs. The appendices include sample input documents, form descriptions, keypunched input, error records, printed documents and questions. (MM)

ED 053 777

LI 003 049

Leonard, James O.

A Study of Records Management as an Opportunity for Information and Cost Controls.

Pub Date May 71

Note—110p.; (40 References); Thesis presented to Grad. School of Business, Fairleigh Dickinson Univ., (New Jersey), in partial fulfillment of Master of Business Administration

Available from—James O. Leonard, 14 Graham Ave., Wayne, New Jersey 07470 (HC \$10.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Cost Effectiveness, Filing, *Information Retrieval, *Information Storage, *Management, Office Management, *Recordkeeping, *Records (Forms)

Identifiers—*Records Management

Emphasis is placed on the establishment of a cost effective program of records management with scientific controls of records required in the course of operating a business. The control of cost and information must be given consideration along with the problem of effective information dissemination. For success, the program's objectives must be clearly stated and the program properly organized. A physical records inventory must be taken. All record series must be analyzed and appraised by a division of functional responsibilities. Clear, tailor-made records flow schedules must be issued and explained. An effective, low cost records center must be set up. Vital records protection must be provided where required. Media of record storage and handling must be evaluated. Forms, records, and correspondence must be controlled. Cost of information systems must be analyzed, where warranted. With all the scientific controls implemented, it is clear that records management can effectively control costs associated with paperwork and control information. (Author/MM)

ED 053 778

LI 003 050

Leimkuhler, Ferdinand F.

Storage Policies for Information Systems.

Purdue Univ., Lafayette, Ind. School of Industrial Engineering.

Spons Agency—Ford Foundation, New York, N.Y.; National Science Foundation, Washington, D.C.

Report No.—RM-69-8

Pub Date Jun 69

Note—18p.; (14 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Costs, *Information Storage, *Information Systems, Libraries, *Library Materials, *Models, Storage

The cost of an item of information in a storage system is defined as the sum of an initial cost, a time dependent cost, and a usage cost. Item usage is assumed to follow a simple exponential obsolescence pattern. A decision rule for the economic holding time of an item in storage is derived from the model and based on a policy of minimizing the average cost of usage. Some properties and implications of the rule and policy are discussed. This model is developed in the context of large research libraries but should be applicable to other kinds of information systems. (Author)

ED 053 779

LI 003 051

Leimkuhler, Ferdinand F.

On Information Storage Models.

Purdue Univ., Lafayette, Ind. School of Industrial Engineering.

Spons Agency—National Science Foundation, Washington, D.C. Office of Science Information Services.

Report No.—RM-69-5

Pub Date 69

Note—13p.; (14 References); Paper prepared for Seminar on Planning Library Services, Univ. of Lancaster, England, July 9-11, 1969

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communication Problems, Costs, *Design, Electronic Data Processing, Evaluation, Evaluation Methods, *Information Retrieval, *Information Storage, Information Systems, *Mathematical Models, *Models, Relevance (Information Retrieval)

Identifiers—*Information Transfer

The transfer of information through space and time in communication systems is often accompanied by significant delays which give rise to meaningful storage problems. Mathematical models have been developed for the study of these kinds of problems which are applicable to the design of manual, library-type, or mechanized information storage and retrieval systems. This state-of-the-art review of such models divides the subject into three kinds of storage models: those concerned primarily with spatial efficiency, those concerned with usage and cost, and those concerned with retrieval accuracy. (Author)

ED 053 780

LI 003 052

DeWeese, Lemuel Carroll, III

A Paradigm of Commitment: Toward Professional Identity for Librarians.

Purdue Univ., Lafayette, Ind. School of Industrial Engineering.

Report No.—RM-70-7

Pub Date Jun 70

Note—25p.; (92 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attitudes, *Librarians, *Professional Personnel, *Professional Recognition

Identifiers—*Librarianship

Librarianship is not fully recognized as a profession. In order to gain the full professional recognition and autonomy that it deserves. Librarianship must develop a new awareness and conception of itself and its potential. Its definition of "service" must change. Librarians must develop an integrated set of common values at a field level and be willing to live by them, even if conflict is the result. They must think of themselves as a collectivity instead of a collection of individuals under a professional guise. Their present values must change from tacit, implicit ones of individuals to overt, explicit values of the field. (Author)

ED 053 781

LI 003 053

Ravindran, Arunachalam

On Compact Book Storage in Libraries.

Purdue Univ., Lafayette, Ind. School of Industrial Engineering.

Spons Agency—Purdue Research Foundation, Lafayette, Ind.

Report No.—RM-70-14

Pub Date Dec 70

Note—16p.; (8 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Books, *Libraries, *Library Collections, *Library Facilities, Models, *Storage

Identifiers—*Book Storage

The optimal storage of books by size in libraries is considered in this paper. It is shown that for a given collection of books of various sizes, the optimum number of shelf heights to use can be determined by finding the shortest path in an equivalent network. Applications of this model to inventory control, assortment and packaging problems are also given. An extension of the basic model which minimizes the wasted shelf space in libraries is also discussed. (Author)

ED 053 782

LI 003 059

Resolutions of the Seminar on the Acquisition of Latin American Library Materials and List of Committees (15th, University of Toronto Library, Ontario, Canada, June 23-26, 1970).

Organization of American States, Washington, D.C.

Pub Date Mar 71

Note—21p.; (0 References); Cuadernos

Bibliotecologicos 54

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Library Acquisition, *Library Collections, *Library Materials, *Library Science,

*Library Technical Processes, Spanish American Literature
Identifiers—*Latin America

The resolutions of the 15th Seminar on the Acquisition of Latin American Library Materials (SALALM) cover the following topics: (1) Acquisitions Matters; (2) Reproduction of Library Materials and Computer Technology; (3) Archives and Manuscripts; (4) Bibliographic Matters; (5) Library Organization, Personnel and Research; (6) SALALM Organizational Matters and (7) SALALM Expressions of Gratitude. Also included is the composition of SALALM Inc. and a listing of the Committees and clearinghouse services at the close of XV SALALM. (MM)

ED 053 783 LI 003 060

Benson, Susan Shattuck. *Bresie, Mayellen*
Seminar on the Acquisition of Latin American Library Materials (15th, Toronto, Ontario, Canada, June 23-26, 1970). Final Report and Working Papers, Volume I.

Organization of American States, Washington, D.C.

Spons Agency—Toronto Univ. (Ontario). Library.

Pub Date 71

Note—240p.; (230 References); Reuniones Bibliotecologicas 20

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Library Acquisition, *Library Collections, *Library Materials, *Library Science, *Library Technical Processes, Spanish American Literature

Identifiers—*Latin America

Volume I of the 15th Seminar on Acquisition of Latin American Library Materials contains: (1) Summary Reports for Sessions I through 6; (2) Program of the 15th Seminar; (3) Resolutions of the 15th Seminar; (4) Participants in the 15th Seminar; (5) Seminar Committees, 1970-1971; (6) List of Working Papers; (7) Working paper number one—Progress Report, 1970 and (8) Working paper number two—Significant Acquisitions of Latin American Materials by U.S. and Canadian Libraries, 1969/1970. (Author)

ED 053 784 LI 003 061

Benson, Susan Shattuck. *Bresie, Mayellen*
Seminar on the Acquisition of Latin American Library Materials (15th, Toronto, Ontario, Canada, June 23-26, 1970). Final Report and Working Papers, Volume II.

Organization of American States, Washington, D.C.

Spons Agency—Toronto Univ. (Ontario). Library.

Pub Date 71

Note—267p.; (1,119 References); Reuniones Bibliotecologicas 21

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Library Acquisition, *Library Collections, *Library Materials, *Library Science, *Library Technical Processes, Spanish American Literature

Identifiers—*Latin America

Volume 2 contains 13 working papers from the 15th Seminar on Acquisition of Latin American Library Materials. The papers are: (1) A Report on Bibliographic Activities; (2) Microfilm Projects Newsletter; (3) Role of Latin American Legal Material in the Social Science Research Library; (4) A description of sources for Legal and Social Science Research in Latin America: Industrial and Labor Relations; (5) A Description of Sources for Legal and Social Science Research on Latin America: Land Tenure and Agrarian Reform; (6) The Acquisition of Current Brazilian Social Science Publications: Problems and Approaches; (7) Acquisition of Latin American Legal Materials: A Burdensome Task; (8) Contribution to a Bibliography of Published and Unpublished Theses Written by Cubans or on Cuba, Located at Harvard University; (9) Lista Selectiva de Bibliografias en Revistas Cubanas; (10) Latin American Studies and Library Materials in Japan, 1969—A Preliminary Report; (11) Texas Consortium—First Year's Accomplishments and Report on Trinity University's Microfilming Activities; (12) Latin American Studies in Canada: Some Recent Trends and (13) Bibliography of Organization Manuals and Other Sources of Information on the Governmental Organization of the Countries of Latin America. (Author)

ED 053 785 LI 003 062

Phase I of the Systems Analysis and Design Study for the National Agricultural Library. Final Report.

Booz, Allen Applied Research, Inc., Bethesda, Md.

Spons Agency—Department of Agriculture, Washington, D.C. Office of Management Services.

Pub Date 15 Aug 67

Note—159p.; (116 References)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Design, *Information Systems, *National Libraries, *Special Libraries, *Systems Analysis

Identifiers—NAL, *National Agricultural Library

The Phase I report explores alternative design approaches to the evolution of an integrated information system for the National Agricultural Library (NAL). During Phase I the study team reviewed on-going NAL operations, prepared flow charts of existing processes, analyzed files, forms and workload statistics, examined the Library's collections, measured performance, and discussed existing and proposed information services with a small subset of prospective users. The study revealed that NAL is effectively serving the Library user in spite of its current limited budgetary and manpower resources. There is a definite and clear need for a long range plan of improvement for the Library to enable it to keep pace with mounting departmental and national demands for increased access to agricultural information. (Author)

ED 053 786 LI 003 063

Phase II Report: Design Study for Automated Document Location and Control System.

Booz, Allen Applied Research, Inc., Bethesda, Md.

Spons Agency—Department of Agriculture, Washington, D.C. Office of Management Services.

Pub Date Dec 68

Note—253p.; (182 References)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Design, *Information Systems, Library Automation, *National Libraries, *Special Libraries, *Systems Analysis

Identifiers—NAL, *National Agricultural Library

The scope of Phase II is the design of a system for document control within the National Agricultural Library (NAL) that will facilitate the processing of the documents selected, ordered, or received; that will avoid backlogs; and that will provide rapid document location reports. The results are set forth as follows: Chapter I, Introduction, establishes a frame of reference for the results of the design study and enumerates the objectives of the future system. Chapter II system Profile, describes the functions of the automated system operations in the order of their operational sequence. Chapter III, Design Background, specifies the broad system requirements and constraints, including design trade-off considerations. Chapter IV, System Design, encompasses the automation of five major functions accomplished in the present manual system and an additional Data Review function, and describes the computer files that contain complete bibliographic information. Chapter V, Implementation, recommends the use of a systems engineering contractor and describes the orientation, training, personnel requirements, and organization for the data-processing group. (Author)

PS

ED 053 787 24 PS 004 658

Dokecki, Paul R. And Others

The Training of Family Day-Care Workers: A Feasibility Study and Initial Pilot Efforts. Final Report.

George Peabody Coll. for Teachers, Nashville, Tenn. Demonstration and Research Center for Early Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Division of Educational Laboratories.

Bureau No—BR-7-0706

Pub Date Jan 71

Contract—OEC-3-7-070706-3118

Note—37p.

Journal Cit—DARCEE Papers and Reports (George Peabody College for Teachers); v5 n1 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attendant Training, *Child Care Workers, *Day Care Programs, Educational Programs, *Feasibility Studies, *Home Programs, Home Visits, Personnel Selection, Pilot Projects

Initial studies assessed existing day care facilities in area homes and centers, and solicited day care information from other states. An obvious need for quality programs was indicated. A pilot program to improve the quality of care received by children in day care homes is described. The home visitor method for training family day care workers, modeled after an existing DARCEE program for mothers, was selected as particularly suitable for the Appalachian region. To develop the training program, the preparation of family day care workers was analyzed with regard to: (1) meeting the basic needs of children; (2) substituting for the mother in meeting the child's emotional needs; (3) general management of the family day care situation; (4) adapting to children's development and heterogeneity of ages; and (5) serving as effective educational change agents. Criteria for the selection of family day care workers and plans to utilize their educational potential are discussed. Evaluation involves ongoing assessment of the day care home visiting program, development of instrumentation for future research, and continued development of family day care programs. Appendixes present sample menus, and suggestions for behavior management and play. (NH)

ED 053 788 PS 004 667

Child Care Worker Training Project. Operational Phase and Employment. Final Report.

Child Welfare League of America, Inc., New York, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jan 70

Contract—OEC-080-42002-4265(089)

Note—111p

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Career Ladders, *Career Opportunities, Child Care Occupations, *Child Care Workers, Child Welfare, Curriculum, *Demonstration Projects, *Educational Programs, Job Placement, Job Training, *Program Descriptions

The responsibility of the Child Care Worker Training Project was to train 500 unemployed people from five cities in an experimental and demonstration project designed to overcome the shortage of child care personnel. Each of the centers (Baltimore, Chicago, Cleveland, Newark and New York) developed its own method of recruitment, short-term pre-employment training and job placement. The major objective of the overall project was to provide more and better care for children in need of child welfare services while at the same time opening new career opportunities for previously unemployed or underemployed persons. The plan itself, how it evolved, who participated, the sequence of events, what problems and successes were encountered, project results and implications for the future are described. (Author/WY)

ED 053 789 PS 004 684

Camp, Janet Wilkerson, Peggy

All About Me. Unit 1 Curriculum Guide.

George Peabody Coll. for Teachers, Nashville, Tenn. Demonstration and Research Center for Early Education.

Spons Agency—Office of Economic Opportunity, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date 70

Note—110p.

Available from—Information Office, DARCEE, Box 151, George Peabody College, Nashville, Tennessee 37203 (\$1.50)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Curriculum Guides, Early Childhood Education, *Individual Differences, Instructional Materials, Interpersonal Relationship, *Self Concept, Sensory Training, *Skill Development, *Social Relations, Unit Plan

This curriculum guide presents a 2- or 3-week unit concerned with the individual child and his relationships with members of the classroom social group. One in a series of resource units, this unit is placed first for several reasons: (1) its con-

tent is highly motivational; (2) it provides a meaningful context for acquainting children with each other; (3) it encourages the development of basic sensory skills; (4) it contributes to development of a positive self-concept; and (5) it is designed to review and extend previously developed concepts and skills. The content is ordered from the most simple to the most complex, enabling the teacher to terminate the unit at any point where the content becomes too complex or abstract for the children to grasp. Instructional materials and unit content should be adapted to reflect the physical characteristics of the different children in the classroom. Provided is a listing and explanation of each of the skills to be developed accompanied by suggested instructional activities. Instructional materials are listed with sources; and the appendix provides additional instructional aids. (Author/AJ)

ED 053 790 PS 004 685

Camp, Janet And Others
Autism. Unit 3 Curriculum Guide.
George Peabody Coll. for Teachers, Nashville, Tenn. Demonstration and Research Center for Early Education.

Spons Agency—Office of Economic Opportunity, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date 70
Note—113p.

Available from—Information Office, DARCEE, Box 151, George Peabody College, Nashville, Tennessee 37203 (\$1.50)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Concept Formation, *Curriculum Guides, Early Childhood Education, *Ecology, Environmental Education, Instructional Materials, Perception, *Science Units, *Skill Development

This curriculum guide presents a 3-week science unit focusing on changes which occur in living things as a result of weather changes. This unit, the third in a series, is intended to review and extend the understandings, concepts, and skills which a child has developed previously. The major content objectives are to develop the child's awareness and understanding of changes in his environment, to expand his concepts regarding people and clothing introduced in the unit "All About Me" and to develop understandings concerning plants introduced in the unit "Plants". Major skill objectives include the development and refinement of sensory, abstracting, association, and motor response skills as well as concept development. The unit content is designed to be altered to be appropriate for the area and the group of children involved. Provided is a listing and explanation of each of the skills to be developed and appropriate instructional activities. Instructional materials are listed with sources; and an appendix provides additional instructional aids. (Author/AJ)

ED 053 791 PS 004 754

Hooper, Frank H.
An Evaluation of Logical Operations Instruction in the Preschool.

Pub Date 22 May 70
Note—63p.; Paper prepared for a conference of the Center for Advanced Study in Education, City University of New York, New York, May 22-24, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Differences, *Cognitive Development, Educational Programs, Group Activities, *Literature Reviews, *Maturation, *Preschool Children, *Preschool Curriculum

Identifiers—Piaget, Shantz, Sigel

As a preparatory step to the design of a preschool curriculum, this study examines three of the complex cognitive behaviors exemplified by the concrete operations period and its developmental prerequisites. Middle-class children in a university laboratory nursery setting were pretested, matched for age and randomly assigned to an instruction or a comparison control group. The instruction group was trained in two clusters of four children per teacher on labeling-classification, discrimination-memory, and seriation tasks. Each cluster consisted of a younger boy, a younger girl, an older boy and an older girl. Each session consisted of 20-30 minutes of organized activity and there were 12 sessions over a 3-week period for each training condition. The control group children had an equivalent amount of separate small group activi-

ty with a preschool teacher. The results of post-testing and transfer tasks support the contention that the developmental status of the curriculum target population will determine to a great extent the success or failure of an educational intervention effort. Age-related maturational components are important considerations in any curriculum attempt to modify the course of cognitive development. One half the document presents bibliography and appendixes detailing the training programs. (WY)

ED 053 792 PS 004 800

Hellmuth, Jerome, Ed.
Cognitive Studies Volume 2: Deficits in Cognition.

Pub Date 71
Note—374p.

Available from—Brunner/Mazel, Inc., 80 East 11th Street, New York, New York 10003 (\$15.00)

Document Not Available from EDRS.

Descriptors—Blind Children, *Child Development, *Cognitive Development, *Cognitive Processes, Curriculum, Dyslexia, Learning Disabilities, Problem Solving, Schizophrenia, Teaching Techniques

This book is a collection of 15 original articles on the rapidly growing area of cognition. It presents seminal studies in such areas as schizophrenia, dyslexia, blindness, curriculum and teaching, child development, learning disabilities, language, problem-solving and body awareness. Some articles represent work of a pioneering nature while others present established points of view. (Author/WY)

ED 053 793 24 PS 004 812

Scott, Joseph A. Frayer, Dorothy A.

Learning by Discovery: A Review of the Research Methodology. Report from the Project on Variables and Processes in Cognitive Learning.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—UW-WRDCCL-WP-64
Bureau No.—BR-5-0216

Pub Date Dec 70

Contract—OEC-5-10-154

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Discovery Learning, *Learning, *Learning Processes, *Research Methodology, Retention, *Role Learning, Transfer of Training

Research comparing discovery and expository methods of presentation has yielded conflicting results. A review of the research on discovery learning is provided in this paper, focusing on the methodology of each study. Conclusions are drawn concerning the effects of discovery methods of presentation on initial learning, transfer, and retention. Use of a standardized concept learning task is recommended for future research on discovery methods of presentation. (Author)

ED 053 794 PS 004 825

Standards for Day Care Centers for Infants and Children Under 3 Years of Age.

American Academy of Pediatrics, Evanston, Ill.

Pub Date 71
Note—29p.

Available from—American Academy of Pediatrics, P.O. Box 1034, Evanston, Illinois 60204 (\$2.00)

Document Not Available from EDRS.

Descriptors—Child Development, *Day Care Programs, *Day Care Services, Health Services, *Infants, Nutrition, Parent Participation, Personnel, Physical Facilities, *Preschool Children, Program Administration, Recordkeeping, *Standards

The Committee on Infant and Preschool Child of the American Academy of Pediatrics has developed basic standards for quality day care for children under 3 years of age. The availability of day care provides a mother with the choice of group day care as one of the means of providing for her children. Options should include full-time or part-time day care under a variety of sponsorships and in a variety of locations such as neighborhood schools or parents' place of employment. The primary purpose of day care should be to offer a sound basis for promoting learning and further development of the young infant and support and encouragement for the

mother in her efforts to care for her child. Parent involvement in the day care center is seen as essential. The eight chapters in this manual cover the following areas: Basic Principles; Administration; Personnel; Records; Program; Health Services; Nutrition; and Facilities. (Author/NH)

ED 053 795 PS 004 827

Planning a Day Care Center.

Day Care and Child Development Council of America, Inc., Washington, D.C.

Pub Date 71
Note—21p.

Descriptors—*Day Care Programs, *Day Care Services, Educational Programs, Home Programs, Infants, Preschool Programs, *Program Administration, *Program Costs, *Program Planning, Recreational Programs, Special Programs

The purpose of this guide is to give individuals, community groups, and other organizations a checklist of important points that must be considered in day care program planning if quality services are to be established for children and families. The guide provides information concerning the preliminary steps needed to establish a day care program; different types of day care programs; and programs with special emphasis (such as education, recreation, or therapeutic). Also discussed are sources for funding day care; services offered in group centers, day care home programs; legal requirements; administrative framework; and various cost considerations. (Author/AJ)

ED 053 796 PS 004 836

Sinclair, Caroline B.

Movement and Movement Patterns of Early Childhood.

Virginia State Dept. of Education, Richmond. Div. of Educational Research and Statistics.

Pub Date Jun 71
Note—25p.

Available from—Division of Educational Research and Statistics, State Department of Education, Richmond, Virginia 23216

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Differences, *Child Development, Growth Patterns, Individual Development, *Individual Differences, *Motion, *Motor Development, *Preschool Children, Sex Differences, Task Performance

This study was undertaken to determine the progressive development in movement and movement patterns (coordinated movements of body parts used involuntarily to achieve an objective) of children 2 to 6-years-old, to identify general characteristics which may be studied for appraisal of growth and development, and to study variations in movement among normal subjects in this age range. The study was conducted by observation, motion photography, and analysis of the performance of subjects in 18 to 25 movement tasks in each of six school semesters. Movement performance recorded on film was analyzed according to the Movement Task Analysis Form developed for each task. To establish a suitable context for determining movement development, the factors of age, sex, intelligence, maturity, teacher's estimate of achievement, and reading readiness were studied in relation to the subject's motor scores. Movement task scores were summarized for each age group. The study concluded that normal preschool children will perform a variety of movement tasks which are similar and which develop according to a predictable timetable; although motor performance and movement development vary with age, sex, and among individuals. Seven characteristics significant in the movement development of young children were identified. (Author/AJ)

ED 053 797 PS 004 837

Evans, Ellis D.

Contemporary Influences in Early Childhood Education.

Washington Univ., Seattle.

Pub Date 71
Note—377p.

Available from—Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, New York 10017 (\$7.50)

Document Not Available from EDRS.

Descriptors—Behavioral Science Research, *Early Childhood Education, *Educational Programs, Language Development, *Preschool Education, *Preschool Programs, Preschool Tests, Readiness (Mental)

Identifiers—British Infant Schools, Montessori Method, Piaget, Project Follow Through, Project Head Start

The subject of this book is preprimary educational programs; the focus is upon broad educational strategies variously applicable to children ages 3-6. This book communicates to readers the great variety in educational and psychological thinking about children in the early 1970's. The book maintains a consistent research perspective and whenever possible empirical investigations in early childhood education are presented. The appendices include: Appendix A, some frequently used tests; Appendix B, school readiness; Appendix C, a listing of principal preprimary programs. (Author/WY)

ED 053 798 PS 004 839

Sunderlin, Sylvia, Ed.

Bibliography of Books for Children. 1971 Edition. Association for Childhood Education International, Washington, D.C.

Pub Date 71

Note—134p.

Available from—Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016 (\$2.25)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, *Children's Books

This is an annotated bibliography of books suitable for children aged 2 to 12. About 1500 titles are included. Books are listed under general headings such as Animals in Fiction, Art, Biographies, Books for Beginning Readers, Books for Fun, Books for the Very Young, Fantasy and Fairy Tales, Fiction, Folklore, Foreign Language, Holidays, Mother Goose, Music, Poetry, Religion, Science, Reference, Social Studies, and Story Collections. (WY)

ED 053 799 PS 004 840

Falkner, Frank, Ed. Reaser, Georgia Perkins, Ed.

Child Health and Human Development: Progress 1963-1970. A Report of the National Institute of Child Health and Human Development. National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date 70

Note—125p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Age, *Anomalies, Child Development, *Family Planning, Genetics, Heredity, Human Development, Infant Mortality, *Maturation, *Prenatal Influences, Research Projects

This progress report is based on seven years of basic research in maternal health, child health and human development. Topics include: The Beginning of Life: Prenatal Development; Early Prevention, Detection, and Therapy of Congenital, Structural and Metabolic Defects; Problems of Birth and Postnatal Adaptation; Child Development: Normal and Abnormal; The Reproductive Process: Basic Biology and Its Relation to Family Planning; Family Planning, Maturation and Aging. Trends in funding and program development are also listed. (WY)

ED 053 800 PS 004 843

Mazyck, Harold Eugene, Jr.

Child Care Paraprofessionals: Characteristics for Selection.

North Carolina Univ., Greensboro.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 71

Note—149p.; Dissertation submitted to the Faculty of the Graduate School at the University of North Carolina in partial fulfillment of the requirements for Ph.D.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Child Care Workers, *Individual Characteristics, *Paraprofessional School Personnel, *Personnel Selection, *Rating Scales, Stress Variables, Tables (Data)

Identifiers—Mazyck Rating Scale for Paraprofessionals, MRSP

The purpose of this study was to analyze the characteristics of paraprofessional child care workers as determined by ratings given on the Mazyck Rating Scale for Paraprofessionals (MRSP). The scale was developed for this study and comprised two categories of characteristics, Personal-Social, and Educational-Biographical-

Working Relationships. Raters selected were child development specialists, Head Start program directors, and two groups of paraprofessionals, one trained and the other untrained. A major hypothesis was that subjects would differ significantly in their ratings of characteristics of paraprofessionals, and this hypothesis was verified. Statistical analysis identified nine factors to be considered in characterizing paraprofessionals: general personal qualities; demographic facts; education; temperament; maturity; work effectiveness; frustrating situations; positive work attitudes; and feelings of security. Any future use of the MRSP scale should add a statistically derived third characteristics category: Reaction to Stress, and scale items should be rewritten to be more easily understood by paraprofessionals. Appendixes include a sample of the MRSP; List of Characteristics; data forms; correspondence; and a list of child development specialists participating in the study. (Author/NH)

ED 053 801 PS 004 872

Lewis, Michael Johnson, Norma

What's Thrown Out with the Bath Water: A Baby?

Educational Testing Service, Princeton, N.J. Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Science Foundation, Washington, D.C.

Report No—ETS-RB-70-35

Pub Date Jun 70

Note—7p.

Journal Cit—Child Development; (in press)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attention Span, *Bias, *Experimental Groups, *Infant Behavior, *Infants, Research Methodology, *Research Problems

This study investigated the common practice in infant research of eliminating from reported data large numbers of subjects who prove uncooperative (sleepy, fatigued, fussy) during the experiment. It was suggested that these excluded infants constitute a special class of subjects and that the inclusion of their data would greatly alter the research results. Subjects compared were 37 3- to 6-month-old infants, 15 of whom were unable to finish the experiment sessions. Two visual and two auditory tests were administered and measured according to fixation time and cardiac deceleration. Activity data were collected by use of an infant stabilimeter. Results demonstrate that infants unable to complete the experiment show different attentive patterns from those able to complete the sessions. The findings suggest that elimination of large numbers of infants may result in serious biasing of obtained data. (Author/AJ)

ED 053 802 PS 004 891

Tulkin, Steven R.

The Effects of Experience on Infants' Reactions to Separation from their Mothers.

State Univ. of New York, Buffalo. Dept. of Psychology.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.; National Science Foundation, Washington, D.C.

Pub Date Apr 71

Note—12p.; Paper presented at the Annual Meeting of the Eastern Psychological Association, New York, New York, April, 1971

Available from—Steven R. Tulkin, State University of New York, Department of Psychology, Buffalo, New York 14214

Document Not Available from EDRS.

Descriptors—Early Experience, *Infant Behavior, Interaction, *Mothers, *Parent Child Relationship, *Social Differences

The present study examined infants' reactions to separation from and reunion with their mothers, and attempted to determine if these behaviors were related to the infants' experiences with their mothers at home. The subjects, 60 Caucasian mother-infant pairs, were observed at home two hours on each of two days and in a laboratory setting. The infants, first-born 10-month-old girls, were half from middle class families and half from working class families. There were no social class differences in the frequency of crying upon separation. Infants of working class mothers who worked could better tolerate brief separations from their mothers than children of non-working mothers of the same class. Also examined was the influence of experiences at home on the various laboratory measurements. Two-way analyses of variance revealed that mid-

dle class infants who cried and/or crawled upon separation from mother spent more time face-to-face with their mothers at home, while working class infants who cried and/or crawled spent less time in this position. (Author/AJ)

ED 053 803 PS 004 899

Featherstone, Joseph

Schools Where Children Learn.

Pub Date 25 May 71

Note—190p.

Available from—Liveright, 386 Park Avenue South, New York, New York 10016 (\$5.95)

Document Not Available from EDRS.

Descriptors—*Comparative Education, *Educational Philosophy, *Educational Practice, *Educational Programs, Educational Quality, Teacher Role

Identifiers—British Infant Schools, Great Britain

This collection of essays from "The New Republic" offers a fresh look at America's current educational crisis. The approach used in the English primary schools is analyzed and found valuable. Also detailed are varieties of sound educational practice found in a New Zealand primary school, in a Colorado classroom, and in a Harlem street academy for high school drop outs. In all these new learning environments, the author finds common threads of freedom, a new conception of the teacher's role, an emphasis on standards of workmanship, and an implicit understanding that a full childhood is the best preparation for life. By contrast, several reports emphasize the "shoddiness and confusion" prevalent on the American scene—in the middle class high school, in educational technology, in franchised day care, in the "pathological professionalism" of the educational system. (Author/WY)

ED 053 804 PS 004 901

Dimondstein, Geraldine

Children Dance in the Classroom.

Pub Date 12 Jul 71

Note—282p.

Available from—The Macmillan Company, 866 Third Avenue, New York, New York 10022 (\$7.95)

Document Not Available from EDRS.

Descriptors—*Class Activities, *Creative Expression, *Dance, *Motion, Problem Solving, *Teaching Methods, Teaching Models

The author presents a practical, workable framework for teaching dance in the classroom. This book, essentially designed for the non-specialist teacher, is a compilation of ideas and materials that have evolved over twenty years of teaching music and movement to children in nursery and elementary schools and of introducing concepts of dance to students and teachers. Lessons are presented as creative dance problems. Some of the classroom problems are elaborations of an experimental development project in the arts and humanities for young children. The content and format of lessons represents a synthesis of children's explorations in diverse educational environments and are suggested as a working model for teachers. Numerous photographs are included to supplement the text. The author makes two additional points. First, she focuses on the role of observation and experience in extending a child's creative imagination. Second, she criticizes current practices in rhythmic and dance education and makes practical suggestions for improvement. The final chapter lists resources for use in dance and movement education programs. (Author/WY)

ED 053 805 24 PS 004 903

Katz, Lilian G.

Teaching the Young Child: Goals for Illinois.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C. Division of Information Resources.

Bureau No—BR-0-0288

Pub Date 15 May 71

Contract—OEC-0-70-2623(519)

Note—8p.; Paper based on a speech presented at the First Annual Conference of the Ill. Association for the Education of Young Children, Champaign, Ill., May 15, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Childhood Needs, Educational Programs, *Objectives, *Organizations (Groups)

Identifiers—Illinois Association for Education Young Children

This paper, outlining the present goals, purposes and future role of the Illinois Association for the Education of Young Children (ILAEYC), discusses what is involved in providing high quality programs for young children everywhere, not only in Illinois. Among ILAEYC's objectives: (1) to provide a channel of information for people working with young children; (2) to maintain a close watch on the standards, quality and availability of services offered to young children; (3) to develop positions as a State group on the proper priorities in terms of young children's needs; and (4) to foster strong working relationships with other groups concerned with young children. To achieve high quality programs, there must be eye-to-eye contact and intensive interaction with each child, and there must be time for reflection on each day's activities. The educator's primary responsibility is the quality of day-to-day encounters of individual adults with individual children. By concentrating on this approach, educators can achieve two goals simultaneously: provide high quality service to children and impress (rather than pressure) those who seek counsel on education programs for young children. (AJ)

ED 053 806 PS 004 905

Chilman, Catherine. Grotberg, Edith H., Ed. *Designs and Proposal for Early Childhood Research: A New Look: A Multiple Systems-Service Approach to Programs and Research for Helping Poor Children.* (One in a Series of Six Papers).

Office of Economic Opportunity, Washington, D.C. Office of Planning, Research, and Evaluation.

Pub Date 71

Note—63p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Disadvantaged Youth, *Early Childhood Education, Family Characteristics, Family Problems, Job Training, *Low Income Groups, Paraprofessional School Personnel, Parent Education, Poverty Programs, *Poverty Research, *Research Design

An overview is given of conditions linked to the causes and perpetuation of poverty. These factors include large family size, unemployment, lack of education, and social and personal disorganization. Family planning services are important but by themselves tend to be ineffective and programs should be launched which would improve the total life situation of the poor. Research-based evidence is presented regarding various anti-poverty programs, including parent education, individual counseling, job training, and use of paraprofessionals. An examination of "participation of the poor" in decision making capacities in programs which affect them is included. Multi-pronged intervention in respect to changing the secondary and tertiary systems of the poverty environment (housing, employment opportunities, health, welfare, legal, educational and vocational services) is recommended. Such an approach calls for multi-variate program research, for which a proposal is presented. (Author/NH)

ED 053 807 PS 004 906

Rohwer, William D., Jr. Grotberg, Edith H., Ed. *Designs and Proposal for Early Childhood Research: A New Look: On Attaining the Goals of Early Childhood Education.* (One in a Series of Six Papers).

Office of Economic Opportunity, Washington, D.C. Office of Planning, Research, and Evaluation.

Pub Date 71

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Early Childhood Education, *Educational Objectives, *Individual Differences, Motivation, *Research Design, Research Needs, *Skill Development, Teaching Methods

A detailed analysis of the objectives of education and the practices of schooling leads to the suggestion that neither are being achieved. Proposed is a revised statement of the goal of education: Education is to assist the student to be adaptive with respect to extra-school tasks. The following educational objectives seem relevant to realizing this goal: To promote the student's acquisition of: (1) a repertoire of skills for accurately locating and efficiently learning new information and new skills; (2) a repertoire of skills for solving problems; and (3) motivational systems that will incline him to engage in learning and problem solving on a continuing basis. One

obligation is to determine the character of the skills needed, the optimal timing for instruction in these skills, and the optimal methods of instruction. The major portion of this paper is concerned with examination of this obligation. Included are a description of selected prerequisite skills, accounts of what is known about the emergence of such skills depending on characteristics of the student, information on what is known about instruction designed to promote the emergence of the skills, and notes on what is not known about these skills. (NH)

ED 053 808 PS 004 907

Grotberg, Edith H., Ed. *And Others Designs and Proposal for Early Childhood Research: A New Look: Preschool Research and Preschool Educational Objectives: A Critique and a Proposal.* (One in a Series of Six Papers).

Office of Economic Opportunity, Washington, D.C. Office of Planning, Research, and Evaluation.

Pub Date 71

Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Development, *Educational Objectives, Educational Research, Educational Strategies, Emotional Development, Intellectual Development, Longitudinal Studies, *Preschool Education, *Research Design, Research Needs, Social Development, *Standards

Identifiers—Piaget, Project Head Start

Longitudinal studies to clarify and validate objectives and standards of preschool education are advocated. Until the result of such research is available, studies of methods and processes have little practical or theoretical use. Preschool goals generally agreed upon by American educators are the promotion of the child's emotional and social development, and the improvement of mental processes and skills. Current strategies for further defining these goals include: (1) "bag of virtues" approach, which advocates that the child acquire self confidence, spontaneity, curiosity, self-discipline, and specific aptitudes and skills; (2) the class comparison strategy, which assumes a middle class superiority in attitudes, goals, and general life style; (3) the industrial psychology strategy, which says that in order to make it in the system, children must meet certain standards of language and skills, even though they are not termed "deprived" in terms of their own culture. In contrast, the cognitive-developmental approach, which is exemplified by Piagetian stage theory, is favored and is used in this paper to arrive at a strategy for the definition of education objectives. The child and his development, the use of longitudinal data, and some recent research demonstrating relationships between Piagetian stages of cognition and ego stages are also discussed. (NH)

ED 053 809 PS 004 908

Woolman, Myron. Grotberg, Edith H., Ed. *Designs and Proposal for Early Childhood Research: A New Look: A Systems Approach to Pre-School Education.* (One in a Series of Six Papers).

Office of Economic Opportunity, Washington, D.C. Office of Planning, Research, and Evaluation.

Pub Date 71

Note—152p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Early Childhood Education, Educational Research, Family Influence, Instructional Systems, Learning, *Preschool Education, *Research Design, *Systems Analysis, *Systems Approach, Tables (Data)

Suggested is a learning systems approach designed to be consistent with the objectives and scope of developmental psychology and yet sophisticated and appropriate enough to fit the unique demands of early childhood education. Identified are eight contingencies for learning that any educational system must possess. Added to these are features considered distinctive to learning environments for preschool children. Among these features are the family as a learning system, a systems perspective, a psycho-social theory of classroom learning, the philosophic position, criteria and specifications, the operational stage, evaluating and measuring learning systems, an educational research superstructure, and the educational research testing system. Eight figures specify designs and relationships important in conceptualizing and operationalizing this approach. (WY)

ED 053 810 PS 004 909

Stewart, William A. Grotberg, Edith H., Ed. *Designs and Proposal for Early Childhood Research: A New Look: The Unacknowledged Role of Culture Conflict in Negro Education.* (One in a Series of Six Papers).

Office of Economic Opportunity, Washington, D.C. Office of Planning, Research, and Evaluation.

Pub Date 71

Note—52p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Academic Performance, Cultural Differences, *Culture Conflict, Models, *Negro Education, *Negro Youth, *Research Design, Underachievers

As a plausible explanation of Negro academic underachievement, culture conflict has been ignored by educators and social scientists to a degree not indicated by the wide range of evidence which points to its importance as a contributing factor. Reasons suggested for this theoretical imbalance can be summarized by saying that it has been controversial to use a cultural-difference model in dealing with American Negroes, and it is likely to remain so in the future. This poses a dilemma for those who want to help Negro children achieve satisfactorily in school. If cultural differences between Negroes and whites account at least in part for their different school performance, it is unlikely that efforts to raise the level of Negro academic achievement will be successful as long as cultural factors are ignored. For awhile, however, most social scientists will probably prefer to stay within the bounds of environmentalism in their search for the causes of Negro academic underachievement. The social penalties for failing with an environmental-difference model are still less severe than those which accompany success with a genetic-difference or cultural-difference model. (Author/NH)

ED 053 811 PS 004 910

Birch, Herbert G. Grotberg, Edith H., Ed. *Designs and Proposal for Early Childhood Research: A New Look: Malnutrition, Learning and Intelligence.* (One in a Series of Six Papers).

Office of Economic Opportunity, Washington, D.C. Office of Planning, Research, and Evaluation.

Pub Date 71

Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Early Childhood Education, Intellectual Development, *Learning, Learning Disabilities, *Mental Development, *Nutrition, Physical Development, Prenatal Influences, *Research Design

Identifiers—Malnutrition

A survey of the evidence shows that some degrees of malnutrition is relatively widespread among poor children. However, the effects of inadequate nutrition on growth and mental development depend to a large extent on the severity, the timing (pre and postnatal), and the duration of the nutritional deprivation. The data are inadequate on the true prevalence of malnutrition among children in this country, but there is even less information about its onset or about its severity and quality. The absence of such knowledge reflects not the absence of the problem, but the lack of attention devoted to it. There is strong indication that nutritional factors at a number of different levels contribute significantly to depressed intellectual level and learning failure. Moreover, an adequate state of nutrition is necessary for good attention and for appropriate and sensitive responsiveness to the environment. Further, women who were malnourished as children are more likely to have disturbed pregnancies and children of low birth weight and increased risk of neurointegrative abnormality. It must be recognized, however, that improvement of nutrition alone cannot fully solve the problem of intellectual deficit and school failure. Rather, an overall effort to improve the condition of disadvantaged children is required. (Author/NH)

ED 053 812 PS 004 912

Demonstration and Training Project for Migrant Children, McAllen, Texas. *Early Childhood Learning System. Final Evaluation Report, 1970-71.*

Southwest Educational Development Lab., Austin, Tex.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.; Office of Economic Opportunity, Washington, D.C.

Pub Date Jul 71

Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bilingual Education, Community Involvement, *Early Childhood Education, Evaluation Techniques, *Mexican Americans, *Migrant Children, Parent Education, *Program Evaluation, Sequential Programs, Tables (Data)

Identifiers—Parent School Community Involvement, PSCI

This is a report of the final year of a 3-year project to develop a sequential early childhood education program to meet the unique needs of 3-, 4-, and 5-year-old migrant Mexican American children. The bilingual program's major components are instructional materials, staff development, and parent-school-community involvement. Ninety children participated in the program in 1970-71, with two classes of 15 pupils each in each of the three age groups. Evaluation was based on criterion-referenced tests given to experimental pupils at the beginning and end of the school year, and norm-referenced tests, given to experimental classes and comparison groups of the same age, ethnicity, and socioeconomic background who attended day care centers without planned instructional programs. Test findings revealed that children in the laboratory program met the criterion on the curriculum-referenced tests on all but a few of the 25 units. Experimental pupils scored higher than comparison pupils on tests of Spanish and English comprehension, general concepts, and nonverbal intelligence. (Author/AJ)

ED 053 813

PS 004 918

Freddie, Roy Lewis, Michael

Application of Markov Processes to the Concept of State.

Educational Testing Service, Princeton, N.J.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Report No.—ETS-RB-71-34

Pub Date 71

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Environmental Research, Individual Differences, *Infant Behavior, *Parent Child Relationship, *Research Methodology, Tables (Data), *Verbal Communication

Identifiers—Markov Process

The purpose of this paper is to outline some application of the Markov Process to the study of state and state changes. The essence of this mathematical concept consists of the analysis of sequences of infant responses in interaction with its environment. Categories can be defined which reflect the joint occurrence of an infant's behavior (or condition) along with some associative event(s) in the infant's immediate environment. Each of these categories of infant-environment interaction can be used as a definition of state for the purposes of studying the sequential unfolding among categories. An example utilizing child vocalization data collected by Lewis is given. When applied to mother-infant interaction, a particular mother-infant pair may yield data which give a poor fit in terms of matching statistics with the Markov model. Therefore, three alternative procedures are suggested. (Author/WY)

ED 053 814

PS 004 919

Miller, Louise B. And Others

Experimental Variation of Head Start Curricula:

A Comparison of Current Approaches. Progress

Report No. 9, March 1, 1971 - May 31, 1971.

Louisville Univ., Ky. Dept. of Psychology.

Spons Agency—Office of Economic Opportunity,

Washington, D.C.

Pub Date 31 May 71

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Comparative Analysis, Grade 1, *Kindergarten, Preschool Curriculum, *Preschool Programs, *Program Evaluation, Sex Differences, Tables (Data), Testing

Identifiers—Bereiter Engelmann, Project Follow Through, *Project Head Start

This study seeks to determine what differences in readiness existed in Louisville, Kentucky children who had been exposed to various combina-

tions of Head Start, Follow-Through and regular kindergarten. All first grade children in Louisville were tested with the Metropolitan Readiness Test during the first month of first grade. Data was analyzed with analysis of covariance, analysis of variance and correlation. Although additional data analysis is in process, five tentative conclusions are offered: (1) the token-economy Follow-Through kindergarten was better for these children than the regular kindergarten; (2) the best combination of Head Start and kindergarten was traditional Head Start followed by Follow-Through kindergarten; (3) the worst combination was Bereiter-Engelmann Head Start followed by regular kindergarten; (4) for children entering the Follow-Through program in kindergarten there is no evidence that there was an advantage in having had Head Start at all; and (5) for males entering the regular kindergarten program, any type of Head Start appeared to be better than none. (WY)

ED 053 815

PS 004 928

Lane, Mary B. And Others

Nurseries in Cross-Cultural Education. Final Report.

San Francisco State Coll., Calif. School of Education.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date 71

Note—465p.

Available from—Mary B. Lane, San Francisco State College, School of Education, 1600 Holloway, San Francisco, California 94132

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—*Cross Cultural Studies, Depressed Areas (Geographic), Family Involvement, Home Programs, Individual Differences, *Inner City, *Intercultural Programs, *Mental Health Programs, Models, Nursery Schools, *Preschool Programs, Program Descriptions, Tables (Data), Teacher Role

Identifiers—NICE, Nurseries in Cross Cultural Education

Nurseries in Cross-Cultural Education (NICE) initiated and implemented a 5-year program involving three nursery schools in preventive mental health in a San Francisco poverty area. It was a demonstration project carried out to study processes of involving inner-city families in coping with problems that often overwhelm city dwellers. NICE focused on the education of children 2 to 5 years old as an intercultural preschool experience whose influence extended outward to the multi-ethnic neighborhood. The processes developed in NICE comprise an interaction model that might be utilized with groups of people everywhere. Chapter titles include: The Setting of the Study, Individualized Cross-Cultural Family Model, Review of Research in Preschool Programs, Description of the Sample, Description of Project Setting and of Staff, Program for Children, Program for Adult Members, Mother as Teacher at Home, The Acquisition and Analysis of Evaluational Data, Analysis of Processes Used to Obtain Growth, and Vignette of a NICE Project. Extensive appendixes present schedules, timetables, behavior rating scales and staff information. (WY)

ED 053 816

PS 004 929

Gaa, John P.

The Use of Individual Goal-Setting Conferences as a Motivational Technique.

Pub Date [70]

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement, Attitudes, Classroom Research, *Conferences, Elementary School Students, *Goal Orientation, *Motivation

This study examined the effect of goal-setting on the achievement and attitudes of 108 boys and girls from grades 1-4. Pupils in Group I participated in four goal-setting conferences with the experimenter. Pupils in Group II also had conferences but class study topics were discussed and students did not set goals. Group III was a control group receiving only classroom instruction in reading skills. Two attitude measures were administered to all pupils along with an experimenter-developed and a criterion-referenced achievement test. The experimental design was a 3x3x2 randomized block design with three treatments, three levels of previous achievement, and two sexes. Findings indicate that the use of an in-

dividual goal-setting conference can improve the classroom motivation of pupils. The confounding of other factors makes present findings tentative. Suggestions for future research include beginning with a more precise delineation of the attributes of goal-setting. (WY)

ED 053 817

24

PS 005 000

Hucklesby, Sylvia

Opening Up the Classroom: A Walk Around the School.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C. Division of Information Resources.; Office of Economic Opportunity, Washington, D.C.

Bureau No—BR-0-0288

Pub Date Aug 71

Contract—OEC-0-70-2623(519)

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Art Materials, *Discovery Learning, Language Arts, Mathematics Materials, *Natural Resources, Science Materials, Self Directed Classrooms, *Student Motivation, *Teacher Role, *Teaching Techniques

Identifiers—Open Education

Open education practices are illustrated in this paper in which children's natural interest in the outdoor world is used to outline learning activities which might result from a short nature walk. The teachers' objective is to help the child learn strategies and skills which will enable him to acquire, sort, store and use information, in contrast to learning a body of facts. The paper argues that teachers should encourage the child through dialogue and discussion, leading him to a level of interest which will then sustain self-directed activity. Specifically discussed are ways to teach math concepts, science, language arts, and art using various natural materials such as stones, sticks, leaves and flowers. (NH)

ED 053 818

PS 005 011

Ravey, Phyllis And Others

A Study in the Utilization of Technologically Advanced Techniques for Teacher-Parent-Child Assessment. Final Report.

Wisconsin State Universities Consortium of Research Development, Stevens Point.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2728-36

Pub Date Dec 69

Grant—OEG-3-6062728-2129

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Rating Scales, Classroom Environment, *Classroom Observation Techniques, *Parent Participation, Parent Role, *Parent Teacher Conferences, Student Behavior, *Video Tape Recordings

This report describes a pilot study in the use of video tape as a recording and reporting device for a child's responses in a learning situation. It was believed that video tape could be used as an improved means of home-school communication. Nineteen 5-year-old subjects in groups of six were videotaped for 12-minute segments in actual classroom situations. At a scheduled parent-teacher conference, both parents of each child (separated by a screen to eliminate partner influence) viewed the tape and recorded 5 specific items of their child's behavior on the form provided. Student behavior categories were: (1) intent on ongoing work, (2) remark which is task oriented, (3) non-task oriented remark, (4) daydreaming, and (5) fidgeting. Using the tape method, parents were able to see their child's problems and potentials directly and without initial elaboration by the teacher at the parent conference. Parents initiated the comments and the teacher became a participant in the evaluation rather than the judge. Parents compared their tabulations after viewing the tape, often revealing inconsistent expectations between parents. Fathers were usually responsive to more items in a given segment of time than the mothers. Study findings suggest that use of video tape might help identify a child's learning pattern or consistent school life pattern. (Author/AJ)

ED 053 819

PS 005 035

Brearley, Molly Hiefield, Elizabeth

A Guide to Reading Piaget.

Pub Date 69

Note—180p.

Available from—Schocken Books, Inc., 67 Park Avenue, New York, New York 10016 (\$2.25, paper)

Document Not Available from EDRS.

Descriptors—*Cognitive Development, *Concept Formation, *Educational Theories, Infant Behavior, *Intellectual Development, Logical Thinking, Measurement, Moral Values, Number Concepts, Perception

Identifiers—*Piaget

A method for reading Piaget is presented in this guide, written for practicing teachers who want better understanding of Piaget's writings. An account of a Piagetian experiment is given, followed by a discussion of its theoretical and practical implications. Eight topics are explored: number, measurement, knots, perspectives, coordinates, floating and sinking, moral judgment, and the behavior of babies. The conclusion provides a synopsis of Piaget's theory of stages of cognitive development. The experimental examples chosen cover a wide age range to emphasize the genetic approach and to extend the appeal of the guide to as large a group of teachers as possible. Examples were also chosen because they are especially applicable in schools. (Author/AJ)

ED 053 820 24 PS 005 067

Stem, Carolyn Frith, Sandra

Classroom Language of Teachers of Young Children.

California Univ., Los Angeles.

Spons Agency—Office of Economic Opportunity, Washington, D.C.; Office of Education (DHEW), Washington, D.C. Bureau of Research. Bureau No.—BR-5-0701

Pub Date Oct 70

Contract—OEC-5-85-045

Note—45p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Development, Heterogeneous Grouping, Instructional Media, *Kindergarten, *Psychomotor Skills, *Reading Readiness, *Research Design, Tables (Data), *Teaching Techniques, Testing

Identifiers—Gates MacGinitie Readiness Skills Test, GDPE, Gesell Developmental Placement Examination, GMST

The purpose of this study was to determine if (1) kindergarten reading readiness can be enhanced by differentiated instruction in visuomotor (V-M) skills, (2) the Gesell Developmental Placement Examination is effective for inter-class grouping, and (3) developmental growth can be accelerated with differentiated instruction in V-M skills. Materials and media appropriate for kindergarten instruction were also to be identified. Subjects were randomly assigned by Gesell Developmental Placement Examination (GDPE) scores to experimental and control high, low, and heterogeneous development classes. Differentiated instruction in V-M skills was administered. After 8 months, GDPE posttest and Gates-MacGinitie Readiness Skills Test were administered. Results revealed that (1) differentiated V-M instruction does not significantly enhance kindergarten reading readiness; (2) there are no educational advantages in inner-city grouping on basis of developmental age; and (3) developmental growth is not accelerated by a program in V-M skills; (4) slide-tape self-instructional packages and language masters are useful media for kindergarten instruction. Appendixes comprise more than one-half of the document. (Author/AJ)

ED 053 821 24 PS 005 068

Kelly, Inga K.

The Effects of Differentiated Instruction in Visuomotor Skills on Developmental Growth and Reading Readiness at Kindergarten Level. Final Report.

Washington State Univ., Pullman.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No.—BR-01-097(X)

Pub Date Aug 71

Grant—OEG-X-71-0011(057)

Note—133p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Caucasians, *Classroom Communication, *Form Classes (Languages), *Kindergarten Children, Language Development, Negro Students, Negro Teachers, *Vocabulary Development

The focus of this study was to analyze the classroom language of kindergarten teachers and

to relate this information to various normative estimates of the language repertoire of young children. A total of 104 5-minute samples were tape recorded for 15 kindergarten teachers. Transcripts were later checked by an independent listener. These scripts formed the data base for all teacher language analyses. In the first analysis, the words were listed according to parts of speech, and correlations between this language corpus and 2 major listings of children's vocabulary (Thorndike-Lorge and Rinsland) were found to be significant. Over 60 percent of the language used by teachers is within the expected level of familiarity. The 40 percent balance of unfamiliar words may be considered the word load to which these children were exposed in the process of vocabulary acquisition. A Flanders-type analysis of the nature of the communications conveyed by the teachers' language with reference to teacher style across ethnic and socioeconomic (SES) groups revealed that Caucasian teachers of both high SES black children and low SES white children use more verbal reinforcement than was noted with Caucasian teachers with high SES white children or black teachers with low SES black children. In general, Caucasian teachers of high SES Caucasian children give fewer verbal supports, whereas black teachers of low SES black children are the warmest and most supportive. (Author/AJ)

RC

ED 053 822

RC 005 309

Rapp, M. L. And Others

An Evaluation Design for San Jose Unified School District's Compensatory Education Program.

San Jose Unified School District, Calif.

Report No.—Mem-RM-5903-SJS

Pub Date May 69

Note—122p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Academic Achievement, *Compensatory Education, Cultural Background, Economic Factors, Evaluation Techniques, *Mexican Americans, *Program Evaluation, *Student Attitudes

An evaluation design for the San Jose Unified School District compensatory education program is presented in this memorandum. Implementation of the design is intended to determine the effects of the compensatory components and of family and cultural background on the achievement gains and attitude changes of students, thus providing a firmer basis for making decisions about the extent of compensatory education services necessary for disadvantaged Mexican Americans to achieve academic gains comparable to those of nondisadvantaged populations. The impact of economic changes on the community's large Mexican American population and implications of these changes for education are also discussed. Appendices include most of the instruments to be used in the evaluation. (JH)

ED 053 823

RC 005 380

IMPACT of City-County Consolidation of the Rural-Urban Fringe: Nashville-Davidson County, Tennessee.

Economic Research Service (DOA), Washington, D.C.

Report No.—AER-206

Pub Date Jun 71

Note—39p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attitudes, City Government, Education, Financial Support, Income, Law Enforcement, Parks, Recreation, Rural Population, *Rural Urban Differences, *Services, Surveys, *Taxes, Transportation, *Urbanization, Urban Population

Identifiers—Tennessee

This report analyzed the effect of consolidation of city and county governments in Nashville, Tenn., on local public finance and the availability of public services in the rural areas of the county. Comparisons were made between governmental costs and functions before and 3 years after the metropolitan district was formed. Some 299 voters in the rural-urban fringe of the metropolitan area were interviewed to determine

their attitudes toward tax changes, services, and political access of the metropolitan government (Metro) compared with the previous city and county governments. In general, the Metro district produced improved services and higher taxes in rural areas, but a majority of the people were satisfied with the change. Two figures, 16 tables, and an appendix on factors affecting respondents' opinions of Metro are included. (Author/MJB)

ED 053 824

RC 005 467

Eloy Elementary Schools. Report of Survey.

Arizona State Univ., Tempe. Bureau of Educational Research and Services.

Pub Date Apr 66

Note—252p.

Available from—Arizona State University, Bureau of Educational Research and Services, College of Education, Tempe, Arizona 85281 (\$3.50)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Administrator Role, Audiovisual Programs, Consultants, *Curriculum Evaluation, Early Childhood Education, Educational Finance, *Elementary Schools, *Evaluation, In-service Programs, Instructional Materials, Instructional Media, *School Services, *School Surveys, Special Education

Identifiers—Arizona

"The survey staff has attempted to look into all facets of the program of education provided by the Eloy Elementary School District, including facilities, curriculum, personnel, finances, maintenance and operations, and general administration. Perhaps foremost among the problems noted is the need for an articulated, sequential plan of subject presentation in all grades in all schools."

"The report of the survey contains numerous suggestions and recommendations covering all subjects of the curriculum, as well as recommendations pertaining to organization and administration of the school, special educational services, pupil personnel services—including transportation, health services and food services—in addition to recommendations concerning personnel, finance and business management and modification of existing educational facilities." There are 23 tables, 5 figures, 6 supplements, and 1 map. (BO)

ED 053 825

80

RC 005 486

Kohl, John W. DuPuis, Victor

Projecting Areas of Cooperation in Regional Education Services.

Pennsylvania State Univ., University Park. Coll. of Education.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg.

Pub Date 70

Note—56p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cooperative Planning, Curriculum Evaluation, Educational Finance, *Educational Improvement, Instruction, *Regional Planning, *Rural Education, Specialists, Supplementary Educational Centers, *Surveys

Identifiers—Pennsylvania

Resulting from a survey of Pennsylvania's predominantly rural 25-district Region C (Fayette, Greene, and Washington counties), this report presents findings related to each district in terms of general information (e.g., per-pupil costs), special personnel (e.g., curriculum coordinators), programs (e.g., adult education), instructional practices (e.g., grouping, scheduling), and curriculum. Information gathered from the chief school officer in each of the 25 districts of Region C is given in profile form to display those areas of operation where regional planning and implementation of special programs (Black studies, etc.) would be economically feasible. Appendix 1 contains the questionnaires utilized; Appendix 2 is a detailed explanation of the 4 graphs included in the text. (MJB)

ED 053 826

80

RC 005 487

Kohl, John W. Heller, Robert W.

A Study of Attitudes Toward Regional Cooperation in Education.

Pennsylvania State Univ., University Park. Coll. of Education.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg.

Pub Date 70

Note—71p.; Prepared by the Center for Cooperative Research with Schools

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attitudes, *Cooperative Planning, Financial Support, Human Relations, Programs,

*Regional Planning, Research, *Rural Education, Services, Special Education, *Surveys
Identifiers—Pennsylvania

Following a discussion of Federal legislation as related to regional programs, this 1970 report presents an assessment of attitudes toward regional educational cooperation. The 4 groups of respondents (n=426) were school administrators, teachers, school board members, and influential laymen from 25 school districts in Washington, Fayette, and Greene counties (Pennsylvania) who were surveyed using an instrument organized according to 5 areas in which school systems might cooperate: in the areas of finance, research and planning, and human relations functions, the respondent groups generally favored regional cooperation; respondent groups strongly supported cooperative special education in most cases; and, in the area of centralized services, the greatest diversity of responses was observed, with dissent predominating. Ten tables, 2 appendixes (tabular results of multivariate analysis of variance and the questionnaire), and a 10-item reference list are included in the report. (MJB)

ED 053 827 80 RC 005 488

Kohl, John W. Achilles, Charles M.
A Basic Planning and Evaluation Model for Cooperation in Providing Regional Education Services.

Pennsylvania State Univ., University Park. Coll. of Education.

Spons Agency—Appalachia Educational Lab., Charleston, W. Va.; Pennsylvania State Dept. of Education, Harrisburg.

Pub Date 70

Note—42p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cooperative Planning, Educational Improvement, Models, Objectives, *Program Development, *Program Evaluation, Program Guides, *Regional Planning, *Rural Education, Services

Identifiers—Pennsylvania

The final 1970 report of a 3-part study on regional education services focuses on a unit for (1) planning cooperative educational programs in terms of financial considerations, resource allocations, program operation, governance, and roles relative to operation; (2) making provisions for evaluation of the regional cooperative; (3) providing for change and innovation in the cooperative; and (4) evaluating the unit using a 4-phase evaluation design. A 10-item bibliography, 8 figures, and 1 appendix are included. (MJB)

ED 053 828 RC 005 491

Kuvlesky, William P. Cannon, Margaret
Perceptions of Racial Prejudice Among Rural and Small Town Blacks in a Southern County.

Texas A and M Univ., College Station. Texas Agricultural Experiment Station.

Spons Agency—Department of Agriculture, Washington, D.C.

Pub Date Aug 71

Note—58p.; Paper presented at the annual meetings of the Rural Sociological Society, Denver, Colorado, August 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Analysis, Integration Effects, *Negro Attitudes, *Negro Mothers, Negro Stereotypes, Neighborhood Integration, *Racial Discrimination, *Racial Integration, Research Needs, *Rural Areas, Rural Urban Differences, School Integration, Social Integration, Socioeconomic Influences

Identifiers—Texas

Based on a June 1970 survey of 259 black homemakers (women between 18 and 65 having children in the household) in 2 villages and 1 town of an East Texas county (75% rural, disproportionately high rate of low-income families relative to Texas as a whole, 25% black, and pervaded by traditional southern culture), this paper presents 4 general conclusions: blacks perceive a high degree of racial prejudice among their white counterparts; blacks tend to be relatively positive about the possibility for racial integration in general but tend to be divided on the desirability of it; substantial differences in orientation toward race relations exist among blacks relative to size of place of residence; and many blacks still do not desire school integration, even though they perceive it to be possible and, in fact, it has taken place. In the document, a narrative and tabular description of respondents (age, education, size

of family, income) and a statement of the observations, indicators, and data operations lead into the analysis and findings concerning the 4 primary data comparisons (perception of prejudice, desire for integration, perception of possibility for integration, and relation between possibility and desire for integration) by town and village residence. A 17-point summary of major findings, a 4-pronged discussion of the study's relevance, 22 references, and 4 appendixes (instruments, distribution of responses, description of the study county, and cross-classification of specified responses) close out the paper. (BO)

ED 053 829 RC 005 497

Galarza, Ernesto And Others
Mexican-Americans in the Southwest.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 69

Note—90p.

Available from—Kimberly Press, Inc., Goleta, California 93017 (\$2.50)

Document Not Available from EDRS.

Descriptors—Acculturation, Anglo Americans, Economic Disadvantage, *Economic Status, *Educational Disadvantage, Group Unity, Intergroup Relations, *Mexican Americans, Negroes, *Political Power, *Sociocultural Patterns

Identifiers—Southwest

With findings as presented in this 1969 book, a 2-year field study conducted by a 3-member team analyzed the economic, cultural, political, and educational conditions of Mexican Americans in the Southwest (California, Arizona, New Mexico, Colorado, and Texas) with some reference to braceros and the situation in Mexico. An overview of 8 geographic Mexican American groupings leads into a discussion of such topics as mobility, urbanization, the culture of poverty, educational disadvantage, community infrastructure, and communication. Divisions within the minority group, situations creating cultural and political immobility, and problems in the administration of welfare programs are described and used as a backdrop for predictions that the Mexican American family will continue to need outside help and that the cost of social assistance will rise. A 23-point summary and an appendix containing 22 statistical tables on demography, education, and employment conclude the book. (BO)

ED 053 830 RC 005 498

Edwards, Clark And Others
Regional Variations in Economic Growth and Development with Emphasis on Rural Areas.

Economic Research Service (DOA), Washington, D.C.

Pub Date May 71

Note—192p.; Agricultural Economic Report no. 205

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Community Size, Demography, *Economic Factors, Factor Analysis, *Geography, *Income, Regional Planning, *Rural Areas, Rural Development, *Urban Areas

Problems associated with rural economic development—involving maldistributions of population, income, and employment—suggest the need for statistical indicators of rural area growth and development. Development problems are not usually aligned geographically with the boundaries of a city, county, or state, but multicounty units of observation are considered useful for descriptive, analytical, and policy implication purposes. Therefore, in the study, 489 multicounty trading areas, including all counties in the 48 contiguous states, were aggregated into 5 urban-orientation groups. The level of development of an area was found to be correlated with urban orientation; however, the sparsely settled rural areas of the Great Plains, on average, have attained a slightly higher level of economic development than the more densely settled rural areas of the Southeast. Population and employment growth rates are independent of urban orientation or the level of economic development. Economic development policies need to differ for rural areas compared with urban areas and for areas with a higher level of development compared to those with lower levels of development. (Author/LS)

ED 053 831 RC 005 505

Smaller Communities Program: Columbia County, Oregon. Combined Economic Base Report and Applicant Potential Report; An Evaluation of the Economic and Human Resources of a Rural Oregon County.

Oregon State Dept. of Employment, Salem. Spons Agency—Department of Labor, Washington, D.C.

Pub Date Jun 67

Note—117p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Economic Factors, *Economic Research, Employment Services, Jobs, *Low Income Counties, *Manpower Needs, Manpower Utilization, *Occupational Information, Resources, Rural Areas, *Rural Economics, Surveys

Identifiers—Oregon

Prepared by the Smaller Communities Services Program of the Oregon Department of Employment, this 1967 report is a summary of the program findings with relation to Columbia County, Oregon. As stated, the overall objective of the program was promotion of the economic adjustment of specific rural, low-income areas—including the occupational adjustment of individual residents. In furtherance of this objective, a mobile team of 3 interviewers, 1 counselor, 1 labor area analyst, and 6 temporary personnel collected information pertaining to Columbia County. The findings are reported in the document in terms of a general description of the county, historical notes, population trends, agriculture, industries and nonagriculture, payrolls and income, natural resources, industrial plant sites, labor force data, available human resources, and the methodology used. Included are 15 tables, 3 graphs, and an appendix showing the questionnaires and keypunch cards utilized in the study. (A related document is ED 048 964.) (MJB)

ED 053 832 RC 005 506

Smaller Communities Program: Grant and Wheeler Counties, Oregon. Combined Economic Base Report and Applicant Potential Report; An Evaluation of the Economic and Human Resources of a Rural Oregon County.

Oregon State Dept. of Employment, Salem. Spons Agency—Department of Labor, Washington, D.C.

Pub Date Jan 68

Note—90p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Economic Factors, *Economic Research, Employment Services, Jobs, *Low Income Counties, *Manpower Needs, Manpower Utilization, *Occupational Information, Resources, Rural Areas, *Rural Economics, Surveys

Identifiers—Oregon

Prepared by the Smaller Communities Services Program of the Oregon Department of Employment, this 1968 report summarizes the program findings with relation to Grant and Wheeler counties, Oregon. As stated, the overall objective of the program was promotion of the economic adjustment of specific rural, low-income areas—including the occupational adjustment of individual residents. In furtherance of this objective, a mobile team of 1 supervisor, 1 counselor, 1 labor analyst, and 10 temporary personnel collected information pertaining to Grant and Wheeler counties. The findings are reported in the document in terms of the area's relationship to the western United States, general description of the counties, historical notes, government, population trends, agriculture, nonagricultural industries, employment distribution, spendable income, natural resources, the labor force, and the methodology used in the study. One graph, 14 tables, and a 13-item bibliography are included. (MJB)

ED 053 833 RC 005 507

Smaller Communities Program: Wallowa County, Oregon. Combined Economic Base Report and Applicant Potential Report; An Evaluation of the Economic and Human Resources of a Rural Oregon County.

Oregon State Dept. of Employment, Salem. Spons Agency—Department of Labor, Washington, D.C.

Pub Date Mar 68

Note—89p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Economic Factors, *Economic Research, Employment Services, Jobs, *Low Income Counties, *Manpower Needs, Manpower Utilization, *Occupational Information, Resources, Rural Areas, *Rural Economics, Surveys

Identifiers—Oregon

Prepared by the Smaller Communities Services Program of the Oregon Department of Employment, this 1968 report summarizes the program findings with relation to Wallowa County, Oregon. As stated, the overall objective of the program was promotion of the economic adjustment of specific rural, low-income areas—including the occupational adjustment of individual residents. In furtherance of this objective, a mobile team of 1 supervisor, 1 counselor, 1 labor area analyst, and 6 temporary personnel collected information pertaining to Wallowa County. The findings are reported in the document in terms of the area's relationship to the Pacific Northwest, recreation areas, general description of the area, socioeconomic factors, historical notes, population trends, agriculture, nonagricultural industries, employment distribution, payrolls and spendable income, natural resources, the labor force, vocational training, study methodology, and occupational groups. One graph, 13 tables, and a 9-item bibliography are included. (MJB)

ED 053 834 RC 005 508

Smaller Communities Program: Polk County, Oregon. Combined Economic Base Report and Applicant Potential Report; An Evaluation of the Economic and Human Resources of a Rural Oregon County.

Oregon State Dept. of Employment, Salem.

Spons Agency—Department of Labor, Washington, D.C.

Pub Date Sep 68

Note—106p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Economic Factors, *Economic Research, Employment Services, Jobs, *Low Income Counties, *Manpower Needs, Manpower Utilization, *Occupational Information, Resources, Rural Areas, *Rural Economics, Surveys

Identifiers—Oregon

Prepared by the Smaller Communities Services Program of the Oregon Department of Employment, this 1968 report summarizes the program findings relative to Polk County, Oregon. As stated, the overall objective of the program was promotion of the economic adjustment of specific rural, low-income areas—including the occupational adjustment of individual residents. In furtherance of this objective, a mobile team of 2 supervisors, 1 counselor, 1 labor area analyst, and 17 temporary personnel collected information pertaining to Polk County. The findings are reported in the document in terms of the area's relationship to the western United States, a proposed 4-H Club Education Center, a general description of the area, historical notes, population trends, agriculture, nonagricultural industries, employment distribution, natural resources, government and tax structure, payrolls and spendable income, the labor force, human resources, vocational training, occupational groups, and the methodology employed in the study. Two figures, 15 tables, and a 10-item bibliography are included. (MJB)

ED 053 835 RC 005 509

Smaller Communities Program: Crook County, Oregon. Combined Economic Base Report and Applicant Potential Report of a Rural Oregon County; An Evaluation of the Economic and Human Resources.

Oregon State Dept. of Employment, Salem.

Spons Agency—Department of Labor, Washington, D.C.

Pub Date Jul 69

Note—94p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Economic Factors, *Economic Research, Employment Services, Jobs, *Low Income Counties, *Manpower Needs, Manpower Utilization, *Occupational Information, Resources, Rural Areas, *Rural Economics, Surveys

Identifiers—Oregon

Prepared by the Smaller Communities Services Program of the Oregon Department of Employment, this 1969 report summarizes the program findings relative to Crook County, Oregon. As

stated, the overall objective of the program was promotion of the economic adjustment of specific rural, low-income areas—including the occupational adjustment of individual residents. In furtherance of this objective, a mobile team of 2 supervisors, 1 counselor, 1 labor area analyst, and 5 temporary personnel collected information pertaining to Crook County. The findings are reported in the document in terms of the area's relationship to the western United States, a general description of the area, socioeconomic factors, historical notes, population, agriculture, nonagricultural industries, employment distribution, natural resources, government and tax structure, the labor force, human resources, vocational training, occupational groups, and the methodology employed in the study. Two figures, 13 tables, and an 11-item bibliography are included. (MJB)

ED 053 836 RC 005 510

Smaller Communities Program: Morrow County, Oregon. Combined Economic Base Report and Applicant Potential Report; An Evaluation of the Economic and Human Resources of a Rural Oregon County.

Oregon State Dept. of Employment, Salem.

Spons Agency—Department of Labor, Washington, D.C.

Pub Date Oct 69

Note—73p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Economic Factors, *Economic Research, Employment Services, Jobs, *Low Income Counties, *Manpower Needs, Manpower Utilization, *Occupational Information, Resources, Rural Areas, *Rural Economics, Surveys

Identifiers—Oregon

Prepared by the Smaller Communities Services Program of the Oregon Department of Employment, this 1969 report summarizes the program findings with relation to Morrow County, Oregon. As stated, the overall objective of the program was promotion of economic adjustment of specific rural, low-income areas—including the occupational adjustment of individual residents. In furtherance of this objective, a mobile team of 2 supervisors, 1 counselor, 1 labor area analyst, and 5 temporary personnel collected information pertaining to Morrow County. The findings are reported in the document in terms of the area's relationship to the western United States, a general description of the area, historical notes, socioeconomic factors, population, agriculture, nonagricultural industries, employment distribution, natural resources, industrial sites, the labor force, human resources, vocational training interests, occupational groups, and the methodology employed in the study. Two figures, 9 tables, and a 10-item bibliography are included. (MJB)

ED 053 837 RC 005 511

Smaller Communities Program: Lincoln County. Combined Economic Base and Applicant Potential Report; An Evaluation of the Economic and Human Resources of a Rural Oregon County.

Oregon State Dept. of Employment, Salem.

Spons Agency—Department of Labor, Washington, D.C.

Pub Date Jul 70

Note—80p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Economic Factors, *Economic Research, Employment Services, Jobs, *Low Income Counties, *Manpower Needs, Manpower Utilization, *Occupational Information, Resources, Rural Areas, *Rural Economics, Surveys

Identifiers—Oregon

Prepared by the Smaller Communities Services Program of the Oregon Department of Employment, this 1970 report summarizes the program findings relative to Lincoln County, Oregon. As stated, the overall objective of the program was promotion of the economic adjustment of specific rural, low-income areas—including the occupational adjustment of individual residents. In furtherance of this objective, a mobile team of 2 supervisors, 1 counselor, 1 labor area analyst, and 12 temporary personnel collected information pertaining to Lincoln County. The findings are reported in the document in terms of the area's relationship to the western United States, recreation areas, general description of the area, socioeconomic factors, historical notes, population, agriculture, natural resources, government and tax structure, nonagricultural industries, em-

ployment distribution, the labor force, human resources, occupational groups, and the methodology employed in the study. Three figures, 9 tables, and a 9-item bibliography are included. (MJB)

ED 053 838 RC 005 513

Taylor, Lee. And Others. Internationalizing Rural Sociology: Training - Practice - Recruitment.

State Univ. of New York, Ithaca. Coll. of Agriculture at Cornell Univ.

Pub Date Aug 70

Note—92p.

Available from—Mailing Room, Building 7, Research Park, Cornell University, Ithaca, New York (\$0.70)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Change Agents, Cross Cultural Studies, Cross Cultural Training, Cultural Interrelationships, Curriculum, Developing Nations, Educational Development, *Foreign Students, Graduate Study, *Higher Education, Intercommunication, Intercultural Programs, *International Programs, Professional Training, Program Development, *Rural Development, *Sociology

One in a series of publications designed to disseminate information concerned with international agricultural development, this occupational study on improvement of training of high-talent manpower is presented to serve rural sociology both in the United States and the rest of the world by reporting research on the profession of rural sociology. Data were collected by questionnaires or interviews with international practitioners, American professors having experience in training international practitioners, and graduate students currently preparing for careers outside the United States. The central focus is on internationalizing a body of knowledge as a facilitating condition in international training: the developing of a set of minimum concepts and general principles that have international (cross cultural) validity for equipping professionals from one society to work in any other. After providing information on the design and execution of the study, as well as narrative descriptions and data on its findings, the report presents 16 recommendations on intercultural transferability of data and training, professional communication and international flow of data, recruitment policies and procedures for American universities, training in research methodology and theory construction in the United States, social theory emphasis during training in the United States, and special programs to internationalize rural sociology and rural sociologists. (BO)

ED 053 839 RC 005 516

"Remote and Necessary": A Special Report to the Washington State Legislature by the Subcommittee on School Finance of the Joint Committee on Education.

Washington State Legislature, Olympia.

Pub Date 1 Dec 69

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Assessed Valuation, Consolidated Schools, *Educational Finance, Educational Legislation, *Equalization Aid, *High Schools, *Rural Schools, School Demography, School Districts, Small Schools, *State Legislation

Identifiers—Washington State

The special report reviews Washington's 1965 Apportionment Formula, which authorized the superintendent of public instruction to develop a weighting factor that would provide additional state funds for costs resulting from the operation of small districts judged by the state board of education as "remote and necessary." Actions on the Apportionment Formula taken by the 1965, the 1967, and the 1969 legislatures are discussed in the report as well as actions taken by the state board of education, which, in part, established the following criteria used in classifying small high schools: the assessed valuation per pupil, per-pupil costs, special levies passed by the district, number of students transported, topography, condition of roads, unusual weather conditions, distance to schools in neighboring districts, travel time, adequacy of alternate facilities, and quality of alternate programs. As noted, the state was expected to save approximately \$883,000 during the second year of the 1969-71 biennium, with comparable savings in subsequent years, as a result of the weighting factor. (JB)

ED 053 840 RC 005 519

Katz, Lillian G. *Kriegsfeld, Irving*
Curriculum and Teaching Strategies for Non-English Speaking Nursery School Children in a Family School.

Mission Neighborhood Center, Inc., San Francisco, Calif.

Spons Agency—National Council of Jewish Women, San Francisco, Calif. San Francisco Section.

Pub Date 65

Note—49p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Acculturation, Adult Education, Bibliographic Citations, *English (Second Language), *Family Programs, *Immigrants, *Minority Groups, Nursery Schools, *Preschool Curriculum, Preschool Programs, Teaching Techniques

Identifiers—San Francisco

A 3-month study at Mission Neighborhood Family Center and at Telegraph Hill Social Center surveyed questions as related to the experience of these "family schools" with young immigrant families (Central and South American, Caribbean, Chinese, Filipino, French, Irish, Italian, Mexican, Scandinavian, Slavic, Spanish, and Samoan): How can the centers facilitate the children's acquisition of English? How can the centers affect the children's preschool experiences so as to promote elementary school adjustment? What kinds of adaptations in curriculum materials, teaching styles, nursery school designs, and other nursery school procedures would be necessary to realize the foregoing goals? In recognition of the increasing value of bilingual skills and of the fact that foreign language study is now required in California's elementary schools, can the centers develop the child's mother-tongue so as to preserve this head start? Although many relevant data could not be obtained because of time limitation, recommendations are reported in the areas of general facilities, composition of the nursery school group, age grouping, qualifying American children for enrollment, other admission procedures, health requirements, special activities, and professional resources. In general, it is concluded that mixing immigrant children with their English-speaking contemporaries (on a 50-50 basis in groups of no more than 20) seems the most fruitful approach to helping the "family school" children with (1) learning English, (2) elementary school readiness, and (3) problems of acculturation. (JB)

ED 053 841 RC 005 520

Indian and Migrant Education Programs: A Report to the Washington State Legislature by the Subcommittee on Indian and Migrant Education of the Joint Committee on Education.

Washington State Legislature, Olympia.

Pub Date 23 Dec 70

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, Biculturalism, Bilingual Education, Community Involvement, Cultural Disadvantage, *Educational Disadvantage, Educational Improvement, Family Programs, *Migrant Education, *Rural Education, School Services, *State Action, State Legislation

Identifiers—Washington State

"Because of the growing concern for the educational disadvantages suffered by students coming from culturally disadvantaged backgrounds, and because of the substantial numbers of Indian and migrant students educated in the State of Washington, the 1969-71 Joint Committee on Education created a special subcommittee to give specific attention to Indian and migrant education problems." This document, the first report to the Washington State Legislature compiled by the subcommittee, contains 11 categories of investigation with 16 recommendations. Categories are Urban, Racial, and Disadvantaged (URD) programs for migrants and American Indians; urban Indian and migrant programs; bicultural education; community involvement; community schools; family education; mobile educational services; bilingual education; interdistrict cooperation; nutrition; and school lunch program discrimination. Among the recommendations, it is suggested that the superintendent of public instruction office be directed by statute to exercise the initiative in development of URD programs in school districts serving urban, minority, and disadvantaged students and where there is a lack of

sufficient expertise for the development of acceptable program proposals; that local school officials and the superintendent of public instruction make a special effort to identify all Indian and migrant families and to provide programs to see that the special needs of such students are met; and that all school districts serving migrant and Indian people begin developing bicultural education programs in cooperation with citizens from their communities. (JB)

ED 053 842

RC 005 521

Edington, Everett D.

A Summary of Research in Rural Education: Testimony to the United States Senate Select Committee on Equal Educational Opportunity.

Pub Date Sep 71

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Academic Aspiration, *Educational Attitudes, Educationally Disadvantaged, Low Income Groups, Minority Groups, *Occupational Aspiration, *Research Reviews (Publications), Rural Education, *Rural Youth, Social Attitudes

A review of the available research relevant to the characteristics of disadvantaged rural students shows them to be affected in several areas. The low socioeconomic status of large numbers of noncorporate-farm families and rural ethnic minority groups is a characteristic of prime importance, particularly in view of the relationship between economic status and school achievement for rural as well as urban children. In addition, the educational and occupational aspirations of rural students appear to be negatively affected by their low economic status and possibly further depressed by factors related to geographic isolation. Many rural young people who will not be able to make a satisfactory living by farming do not aspire to higher-skilled urban occupations or to the educational level which would prepare them for such work. Possibly related to socioeconomic status are other attitudes found among rural children which may further hinder their progress: low self-esteem, feelings of helplessness in the face of seemingly unconquerable environmental handicaps, and impoverished confidence in the value of education as an answer to their problems. (Author/JH)

ED 053 843

24

RC 005 524

Kerfoot, James F.

An Investigation of the Perceptual - Motor Ability of Small Town and Rural Disadvantaged Children. Final Report, Wisconsin CORD Grant.

Wisconsin State Universities Consortium of Research Development, Stevens Point.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—WSU-CORD-26

Bureau No.—BR-6-2728-26

Pub Date Sep 69

Grant—OEG-3-6-062728-2129

Note—53p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Differences, Body Image, Disadvantaged Youth, Grade 4, *Learning Disabilities, *Perception, Perceptual Motor Coordination, Primary Grades, *Psychomotor Skills, *Rural Youth, Sex Differences, Standardized Tests, Test Interpretation, Test Results, *Tests

The Purdue Perceptual-Motor Survey, a standardized test of perceptual-motor ability, was administered to 98 disadvantaged rural 1st, 2nd, 3rd, and 4th graders. Comparisons between the mean scores of the disadvantaged sample and the norm group, and within the group of disadvantaged children, were made on the basis of both the total test scores and the scores on individual subtests. The disadvantaged group was compared to the norm group on overall group performance as well as by grade and sex. Comparisons were made within the disadvantaged group by grade and sex. Findings suggested that disadvantaged children are significantly less proficient in motor skills than are unselected children. An inconsistent pattern of grade differences indicated that the motor development of the disadvantaged group is uneven by comparison with the norm group. Significant sex differences between the 2 groups were also noted. Evidence to support related studies which suggest a slower rate of growth in learning patterns of disadvantaged children and a "cumulative deficit" in the acquisition of learning skills by disadvantaged children was also suggested. (The document contains 39 tables in addition to the narrative.) (BO)

ED 053 844

RC 005 525

Final Report to the Governor and the Legislature by the State Advisory Commission on Indian Affairs.

California State Advisory Commission on Indian Affairs, Sacramento.

Pub Date 30 Sep 69

Note—49p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, Cultural Factors, Demography, *Educational Disadvantage, Employment, Government Role, Health Needs, History, Housing, *Rural Urban Differences, Sanitary Facilities, *Socioeconomic Influences, *State Legislation

Identifiers—California

The stated purpose of the State Advisory Commission on Indian Affairs was to study the problems of California's American Indians, including "the problems presented by the termination of federal control over Indian affairs, the operation, effect, administration, enforcement, and needed revision of any and all state law" pertaining to the Indians as well as the 3 relocation centers in California and to "report its findings, together with any suggested legislation, to the Governor and to the Legislature." In this final report, a history of socioeconomic conditions of Indians in California, appendices of legislation relevant to Indian affairs, and summaries of findings and recommendations are included. Among the 68 findings and recommendations are those pertaining to problems with education, health, employment, housing, and social welfare for urban and rural Indian populations. (JB)

ED 053 845

24

RC 005 527

Hildebrand, Edwin P.

Four-State Diffusion Project SPREAD. Final Report.

Colorado State Dept. of Education, Denver.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No.—BR-9-0608

Pub Date 30 Jun 71

Grant—OEG-0-9-150608-4513

Note—76p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Diffusion, Educational Development, *Information Dissemination, *Instructional Improvement, Interagency Cooperation, Models, *Project Applications, Rural Areas, *Rural Schools, Small Schools, Staff Improvement, State Agencies, *State Departments of Education, Statewide Planning

Identifiers—Colorado, *Project SPREAD

The goal of Project SPREAD (State Programs Revitalizing Education and Diffusion) was to assist educators and decision makers in rural settings to develop the best possible educational experiences for preparing students to meet the demands of our changing society by linking small rural schools with their state agency's resources. Project SPREAD proposed to establish in Colorado the capability to diffuse improved practices by creating diffusion units. Later a diffusion unit would be activated in Utah, Wyoming, and Washington based on the test of Colorado's preliminary activities. The procedures entailed creating an organization in the Colorado State Department of Education, analyzing the past diffusion efforts of the state department, studying the structural changes needed in the state department to form a diffusion unit, developing a formative evaluation plan, developing a model for the diffusion organization, and writing a first version of a guidebook for improving small rural schools. Each procedure is described in this report, along with the findings and recommendations; in part, these are that state educational agencies are in a unique pivotal position to provide the diffusion linkage between small rural schools and all other agencies; small rural schools can be an easily managed laboratory site; everyone involved in a cooperative improvement effort requires training; and all diffusion procedures and strategies need to be tested in an operational setting over a long period of time, until all can be made to work reliably. (JB)

ED 053 846

RC 005 528

Select Committee on Equal Educational Opportunity, United States Senate, 91st Congress, 2nd Session, September 1970. Interim Report.

Congress of the U.S., Washington, D.C. Senate Select Committee on Equal Educational Opportunity.

Pub Date Sep 70

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American Indians, Committees, Educational Disadvantage, *Equal Education, Federal Legislation, *Government Role, *Mexican Americans, *Minority Groups, Racial Integration, *School Integration, Spanish Speaking

As reported, the purposes of the Senate's Select Committee on Equal Educational Opportunity are "to study the effectiveness of existing laws and policies in assuring equality of educational opportunity, including policies of the United States with regard to segregation on the ground of race, color, or national origin, whatever the form of such segregation, and to examine the extent to which policies are applied uniformly in all regions of the United States." Activities of the committee during the first 5 months of operation are covered in this report. Among the topics discussed are those hearings that were concerned with the effects of racial or ethnic segregation in the schools on black, white, Mexican American, and Indian children; proposals to remedy the problems of racial or ethnic segregation in the schools (e.g., creation of educational parks, the pairing of schools, and various forms of urban-suburban and inter-district cooperation); and the particular needs and educational problems facing American Indians. Plans for the future, as outlined, include hearings on school desegregation, special educational needs and problems of Mexican Americans, and causes of and remedies for de facto segregation; investigation of reasons for and effects of racial or ethnic isolation in the schools; and exploration of the effects of isolation, school financing, and unequal resources. (JB)

ED 053 847

RC 005 529

Hutchinson, John D., Ed.

Report from the Study Group on Vocational Rehabilitation of the Disabled Disadvantaged in a Rural Setting (Eighth Institute on Rehabilitation Services, St. Louis, Missouri, May 17-20, 1970).

Rehabilitation Services Administration (DHEW), Washington, D.C.

Report No.—RSA-IM-71-46

Pub Date 20 May 70

Note—86p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Vocational Education, Educationally Disadvantaged, Family Involvement, *Handicapped, Health, Job Placement, Motivation, *Rural Areas, Rural Urban Differences, *Services, Socioeconomic Influences, Tables (Data), Vocational Counseling, *Vocational Rehabilitation

The narrative portion of Chapter I identifies the study population as "those disabled disadvantaged who reside in areas where there are limitations and a lack of accessibility to both medical and vocational diagnostic and treatment facilities, vocational training or school facilities, public and private social service agencies and personnel, and employment opportunities." Disability is defined as "a physical or mental condition which materially limits, contributes to limiting or, if not corrected, will probably result in limiting an individual's activities or functioning." As discussed in Chapter II, some of the major problems relevant to providing rehabilitation services to the rural disabled disadvantaged are administrative concerns such as limitations in staff, monies, and medical resources; agency shortages; lack of remedial services; paucity of on-the-job training opportunities; transportation and housing limitations; lack of educational and employment opportunities; and client and counselor attitudinal barriers. Chapter III discusses techniques in the delivery of services to the rural disabled; one such technique is utilization of existing agents and agencies within the rural setting: state agricultural extension services, state employment agencies, community action programs, Veterans' Administration, and public health departments. Among the selected projects and programs discussed are those attempting to overcome such barriers as transportation difficulties, lack of facilities and professional personnel, and isolation. References, selected readings, and an annotated bibliography are appended. (JB)

ED 053 848

RC 005 537

Gustafson, Richard A. Owens, Thomas

Children's Perceptions of Themselves and Their Teacher's Feelings Toward Them Related to Actual Teacher Perceptions and School Achievement.

Pub Date 22 Apr 71

Note—16p.; Paper presented to the 51st Annual Meeting of the Western Psychological Association, San Francisco, California, April 22, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Tests, Age Differences, Anglo Americans, Attitude Tests, *Cultural Differences, *Elementary Grades, Grade 3, Grade 6, *Mexican Americans, Minority Groups, *Self Esteem, Student Attitudes, Student Teacher Relationship, Tables (Data), *Teacher Attitudes, Urban Population Identifiers—California

Children's perceptions of themselves and of their teachers' feelings toward them were correlated in this study with teacher perceptions of the children's self-concepts and with school achievement in an effort to document the relationships among these factors in terms of ethnic group membership (Mexican American and non-Mexican American). Instruments measuring self-concept, cognitive ability, and achievement were administered to 552 students in grades 3 and 6 in 5 urban California schools having more than 50% concentrations of Mexican American students; additionally, these children were assessed by their teachers in the area of self-esteem. Using 3 statistical methods on data obtained, it was determined, for example, that (1) differences between the ethnic categories in self-esteem and academic performance, inconsistent at grade 3, favored the non-Mexican Americans at grade 6 and (2) a consistently lower correlation was found for Mexican Americans at both grades between "How I See Myself" and "How My Teacher Sees Me" than was found for non-Mexican Americans. Ten tables (containing means, standard deviations, intercorrelations, and inter-rater reliabilities), 16 references, and the test instrument "How I See Myself" are appended. (BO)

ED 053 849

RC 005 538

Gustafson, Richard A. And Others

The Organizational Climate in Schools Having High Concentrations of Mexican-Americans.

Pub Date 24 Apr 71

Note—10p.; Paper presented to the 51st Annual Meeting of the Western Psychological Association, San Francisco, California, April 24, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bilingual Schools, Comparative Analysis, *Educational Environment, Factor Analysis, *Mexican Americans, Principals, Psychological Tests, *School Attitudes, *Standardized Tests, Statistical Studies, Teacher Attitudes, Teacher Behavior, Teacher Characteristics

Identifiers—California

Project ABRAZO, a Spanish bilingual project in 4 urban schools having over 50% Mexican American composition, operates with the objective of conducting research related to the self-concept of Mexican American students. In connection with ABRAZO, this paper focuses on describing the ABRAZO schools by reporting on the administration of Halpin and Croft's Organizational Climate Description Questionnaire (OCDQ) to 80 ABRAZO teachers and administrators in an effort to assess the staff's perception of the school climate and to compare the resulting profile to the "norm" developed by Halpin and Croft. (Cf. ED 002 897, the Halpin and Croft study that provides the framework for the present study.) Major conclusions were (1) that the 4 ABRAZO schools fell toward the "open" end of Halpin's continuum of school climate, between "autonomous" and "controlled," (2) that staff characteristics (age, prior teaching experience, etc.) were not significantly related to the various factors of school climate, and (3) that factor analysis of staff responses to the 64-item OCDQ indicated mixed results in terms of replicating the theoretical item clustering developed by Halpin and Croft. Included are 2 figures, 1 table, and 8 references. (BO)

ED 053 850

RC 005 541

Tezke, Raymond, Jr. Nelson, Bardin H.

Status Mobility Patterns Among Middle-Class Mexican Americans in Texas: A Theoretical Orientation.

Pub Date 28 Aug 71

Note—29p.; Paper presented at annual meetings of Rural Sociological Society, Denver, Colorado, August 28, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Acculturation, *Conceptual Schemes, Cultural Isolation, Ethnic Status, *Lower Class, Lower Middle Class, *Mexican Americans, *Middle Class, Research Needs, Socialization, *Social Mobility, Theories Identifiers—Texas

In an attempt to analyze what social characteristics may account for the Mexican American's "apparent slow rate" of both upward mobility and assimilation into the dominant American culture, this paper postulates a conceptual model of Mexican American mobility patterns that is based on theories of socialization, the marginal man, acculturation, and assimilation. One figure and 40 footnotes are included. Related documents are ED 032 157 and ED 042 556. (BO)

ED 053 851

RC 005 542

Ford, Mary Estelle

A Survey Concerning Library Services Accessible to Students in Selected Indian Schools in the United States in 1967.

Pub Date Jan 68

Note—64p.; Master's thesis submitted to San Jose State College, San Jose, California

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Boarding Schools, *Day Schools, *Library Services, *Library Surveys, Questionnaires Identifiers—*Bureau of Indian Affairs

Of the 254 schools operated by the Bureau of Indian Affairs for American Indian students, 115 were surveyed in this master's thesis. Purposes of the study were (1) to describe the kinds and amounts of library services accessible to students in Indian schools; (2) to indicate any deficiencies by comparing these services with American Library Association standards; and (3) to present suggestions by Indian school superintendents, principals, teachers, or librarians for the improvement of Indian school library services. A 4-page questionnaire was sent to the principal or librarian at each of the 115 Indian day schools, boarding schools, hospital schools, or trailer schools. It was concluded that Indian schools generally did not meet the majority of the American Library Association's minimum standards. The best showings were in annual per-pupil library funding, seating, and professional periodicals subscribed to; the poorest showings were in numbers of librarians, clerical help, and book and magazine collections. No correlation was found between the size or grade level of the school and the kinds and amounts of library services provided. (JH)

ED 053 852

RC 005 545

Patella, Victoria M.

How Mexican Is a Spanish-Speaking Mexican American?

Texas A and M Univ., College Station. Texas Agricultural Experiment Station.

Spons. Agency—Department of Agriculture, Washington, D.C.

Pub Date Aug 71

Note—49p.; Paper presented at the Annual Meeting of the Rural Sociological Society, Denver, Colorado, August 1971

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Bilingualism, Ethnic Stereotypes, Family (Sociological Unit), *Followup Studies, *Grade 10, Identification (Psychological), *Language Usage, *Mexican Americans, *Sociocultural Patterns, Sociolinguistics, Spanish Speaking Identifiers—Texas

To investigate the validity of language usage as an indicator of identification with the Mexican American subculture, this study hypothesized that greater use of Spanish than English would be correlated with characteristics consistent with the ideal, typical, Mexican American family in terms of family of orientation and aspirations for future family of procreation. Data from Kuvlesky and Patella's 1967 study of about 600 Mexican American high school sophomores in South Texas (cf. related document, ED 040 777) were used. With a few exceptions, the hypothesis was not supported; however, the exceptions indicated that language usage may well be correlated with certain attitudes, behaviors, and other subtle characteristics that cannot be known without further investigation. Implications were drawn for theory,

past and future research, methodology, and social policy, particularly in the educational realm (e.g., teachers must not assume that language usage patterns indicate other aspects of the student's attitudes and values). [Not available in hard copy due to marginal legibility of original document]. (Author/BO)

ED 053 853 RC 005 546
Rico-Velasco, Jesus Antonio

Immigrants from the Appalachian Region to the City of Columbus, Ohio: A Case Study.
Pub Date 69

Note—157p.; Master's thesis submitted to Ohio State University, Columbus, Ohio
Available from—Inter-Library Loan from Ohio State University, Columbus, Ohio (Available on microfilm)

Document Not Available from EDRS.

Descriptors—*Adjustment (to Environment), Economic Opportunities, Family Relationship, Identification (Psychological), *Migration, *Rural Population, Social Adjustment, *Urban Environment, *Urban Immigration
Identifiers—*Appalachia

The major purpose of the study was to provide information and test specific hypotheses about the causes and nature of the process of migration and the adjustment of Appalachian migrants to the city of Columbus, Ohio. In the study, the Appalachian region was approached not only as a geographic area but also as an ecological structure, a cultural region, and a sociological entity. The geographic area of Columbus which was selected comprised several city blocks in 2 census tracts having a large concentration of Appalachian migrants. Data were gathered by direct interview (using a prepared questionnaire) of 106 respondents randomly chosen from approximately 500 families. Measures were obtained for each respondent on a general adjustment scale, a community identification scale, and a community satisfaction scale. It was concluded that (1) the migrants moved from Appalachia because of lack of economic opportunities; (2) kinship linkage tended to direct migrants to those areas where their kin groups were already established; (3) most migrants had not had urban experiences prior to migrating; (4) Appalachian migrants felt motivated to conform to the norms and values of the urban society even though they live in residential propinquity within the recipient city; (5) educational attainment and expectations of permanent residence were correlated with the degree of adjustment of migrants to the urban culture; and (6) occupational status, income, age, and time spent in the city were not related to degree of adjustment to the urban setting. (JH)

ED 053 854 RC 005 547

Senungetuk, Joseph E.
Give or Take a Century: An Eskimo Chronicle.
Pub Date 71

Note—206p.
Available from—The Indian Historian Press, Inc., 1451 Masonic Avenue, San Francisco, California 94117 (\$10.00)

Document Not Available from EDRS.

Descriptors—Acculturation, American Indians, *Autobiographies, Communication Problems, *Culture Conflict, Disadvantaged Environment, *Eskimos, Ethnic Stereotypes, Group Relations, Group Unity, *Modern History, *Racial Discrimination, Religious Conflict, Role Conflict, Supplementary Reading Materials
Identifiers—Alaska

Written by an Eskimo who created all the book's art work, drawings, and illustrations, this narrative portrays the theme that prior to white contact the Eskimos had a complex, satisfying, technologically developed, and progressive culture which was immobilized, fragmented, and exploited by European invaders: hence the title—give or take a century, how much longer must the Native Alaskan wait for the restoration of his rights? The book is by turns autobiographical as it traces the journey of an Eskimo boy and his family from the remnant of Eskimo life of Wales, Alaska, in the 1940's to the acculturated subsistence common to "villagers" of Nome, Alaska, in the 50's and 60's. A chronology of Alaskan Native history details the cataclysmic change in the Native way of life that commenced with the first European contact. In the hope that "studying their arts, one may begin to understand the heart and spirit of a people," a description is given of inventions and contributions to civilization made

by the Native Alaskans. A list of Native organizations and a list of people ("Names You Should Know") conclude the work. (BO)

ED 053 855 24 RC 005 548
Uzer, John E. Benson, Charles W.
Mobile Learning Facilities.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No—BR-6-2469

Pub Date Aug 71

Contract—OEC-1-6-062469-1574

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Improvement, *Flexible Facilities, *Mobile Classrooms, *Mobile Educational Services, Rural Urban Differences, *Services

Reviewing the scope of mobile facilities utilization as a partial solution to providing educational opportunities for school populations, this synthesis is found the literature to indicate that the total and potential usage of mobile facilities is great. After a discussion of types of mobile units, uses of mobile facilities are identified. In general, these uses have included provision of most educational activities presently housed within permanent classrooms as well as provision of public services. Included are 25 references. (MJB)

ED 053 856 RC 005 549

Ludwig, Edward W., Ed. Santibanez, James, Ed.
The Chicanos; Mexican American Voices.

Pub Date 71

Note—286p.

Available from—Penguin Books Inc., 7110 Ambassador Road, Baltimore, Maryland 21207 (\$1.50)

Document Not Available from EDRS.

Descriptors—*Anthologies, *Culture Conflict, *Educational Disadvantage, Ethnic Stereotypes, Fiction, Historical Reviews, *Mexican Americans, Poetry, *Social Discrimination
Articles, fiction, and poetry that form a picture of Chicano life today are presented in this anthology of writings about Mexican Americans. Included are reminiscences of Mexican American childhood, accounts of Chicanos in the American school system, reports on strikes by Chicano workers, and poems and stories that reflect the hard realities of poverty and alienation. The book is divided into 6 sections: The Fields of the Past; La Raza in the Fields Today; The Barrios, a Growing Awareness; Education, a Way In or Out; Facing Anglo Society; and Between Two Worlds. Among the contributors are Cesar Chavez, who discusses the California grape strike; Juan Baez Harris, who describes her experiences as a Mexican American; and Reyes Lopez Tijerina, who writes from prison on the Alianza activities in New Mexico. (JH)

ED 053 857 RC 005 550

Madden J. Patrick Yoder, Marion D.

Program Evaluation: Food Stamps and Commodity Distribution in Rural Areas of Central Pennsylvania.

Pennsylvania State Univ., University Park.

Spons Agency—Department of Agriculture, Washington, D.C.

Pub Date 2 Aug 71

Note—166p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Dietetics, Eating Habits, *Economic Disadvantage, Economic Research, *Federal Programs, Low Income Groups, Models, *Nutrition, Nutrition Instruction, Research Needs, *Rural Population, *Statistical Analysis, Tables (Data)

Identifiers—Pennsylvania

Since one primary goal of the Commodity Distribution (CD) Program and the Food Stamp (FS) Program is to improve diets of low-income families, this 1969-70 study focused on whether the adequacy of a low-income family's dietary intake was improved by their participation in a food-assistance program. As stated, the adequacy of a family's dietary intake is influenced by a wide range of factors, which may be classified under 2 major categories: (1) the family's food-purchasing power and (2) the efficiency with which the food resources are utilized. Thus, data on these factors were obtained from more than

1000 repeated interviews of rural homemakers and were subjected to multivariate analysis. Some of the main conclusions were that low-income families were most deficient in vitamin A and calcium, and were least deficient in phosphorus and protein; CD families had no better diets than non-CD families; the FS provided some improvement in diets of families experiencing temporary food shortages (e.g., more than 2 weeks since payday); when families had received some income within the past 2 weeks, the impact of FS was not significant; families receiving income at least once every 2 weeks had significantly more adequate diets than those who were similar in other respects but received income less often; FS families substituted a large proportion of their increase in food-purchasing power for expenditures other than food; and families did not use their increased purchasing power to obtain foods that would provide the nutrients most deficient in the family's diet. (JB)

ED 053 858 32 RC 005 552

Benner, Ralph Beckett, Jack

California Plan for the Education of Migrant Children.

California State Dept. of Education, Sacramento. Bureau of Community Services and Migrant Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.

Pub Date 30 Jun 69

Note—52p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Involvement, *Evaluation, Financial Support, Information Dissemination, Interstate Programs, *Migrant Child Education, *Program Descriptions, *Program Effectiveness, *State Programs

Identifiers—California

California's efforts to satisfy the educational needs of migrant children during the 1969 fiscal year are described in this evaluation report. Of an estimated 80,000 school-age children defined as migrants, 32,800 received services with 1969 funds. The major programs in the California Plan were (1) supplemental assistance to migrant impacted school districts and designated county offices to establish new programs and to strengthen existing educational programs for migrant children and (2) interstate projects to assure continuity of education and to coordinate the efforts of several states which are providing special educational benefits for migrants. Techniques used to collect subjective data on program effectiveness included questionnaires, opinionnaires, anecdotal records, rating scales, and interview records. Information was obtained on such factors as teacher attitudes toward migrant children, workshop effectiveness, and teacher estimates of pupil growth. Data indicated that most program activities were highly successful in meeting program objectives. The children improved in classroom performance, general attitude toward school, regularity of attendance, and general behavior. Positive steps were taken to improve their general health, nutritional status, morale, self-concept, and peer relationships. Related documents are ED 028 009 and ED 020 831. (JH)

ED 053 859 RC 005 553

Guidelines for the Education of Migrant Children.

California State Dept. of Education, Sacramento. Bureau of Community Services and Migrant Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.

Pub Date Jul 70

Note—26p.; Revised

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Planning, Evaluation, *Guidelines, *Migrant Child Education, Organization, *Program Development, Regional Planning, *State Programs

Identifiers—California

Prepared at the direction of the State Board of Education with the guidance of the Advisory Compensatory Education Commission, these guidelines are intended to assist school districts in California in developing programs under the Migrant Amendment to the Elementary and Secondary Act of 1965 to meet the special educational needs of children of migratory agricultural workers. The guidelines describe the or-

ganizational structure and staffing patterns for the administration and operation of local programs through regional administrative units. Information on identification of migrant children, identification of educational needs, level of funding, fiscal management, and evaluation of funded programs is also provided. A related document is ED 020 851. (JH)

ED 053 860 32 RC 005 554
Levene, Carol

Alre La Boca: A Component of the California Plan for the Education of Migrant Children.
California State Dept. of Education, Sacramento.
Bureau of Community Services and Migrant Education.

Spots Agency—Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.
Pub Date 69

Note—19p.
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Dental Clinics, Dental Health, *Health Education, *Migrant Children, *Migrant Health Services, *Mobile Laboratories, Summer Programs
Identifiers—California

A 1969 summer program under the Region III Migrant Education Project in Merced County, California, brought dental services to migrant children in the northern San Joaquin Valley. The goal was to screen and treat as many children of migratory agricultural workers as possible in a set span of time. The University of California School of Dentistry was contracted to set up mobile dental clinics which were manned by seniors in dentistry, dental hygiene, and pharmacy with on-site supervision by School of Dentistry professors. Over 1200 children received dental examinations and/or treatment during the 12-week program. Aside from dental hygiene instruction, most of the work was emergency care where extraction was needed or serious cavities in permanent or deciduous teeth were found. Expectations for this program in future years include repairing all cavities and doing essentially preventive work. (JH)

ED 053 861 RC 005 556

Trails in an Urban Setting (Chicago Circle Campus, University of Illinois, March 21, 1970).
Council of Governments of Cook County, Ill.; Open Lands Project, Chicago, Ill.

Pub Date 21 Mar 70
Note—122p.

Available from—Open Lands Project, 53 W. Jackson Boulevard, Chicago, Illinois 60604 (\$2.50)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Athletics, Camping, Conference Reports, *Financial Support, *Planning, Program Development, *Recreational Facilities, *Trails, *Urban Areas

Concerned with developing a master plan for interlinking recreational trails throughout Cook County, Illinois, this document consists primarily of proceedings of a conference on trails in an urban setting. Presentations are Urban Trails: A Tremendous Recreation Opportunity; Legal Considerations; Development; Utilities; Planning; Getting Started; State and Federal Aid; Bicycling; Horseback Riding; Canoeing; Hiking and Jogging; and Year Round Programming. State contacts for planning and financial assistance, state contacts for technical assistance and information (both for Illinois and surrounding states), Department of Housing and Urban Development contacts for program information, and 7 appendixes are included. (MJB)

RE

ED 053 862 RE 003 503

Schale, Florence

Patterns of Change in Oral Reading Errors from Primary through Secondary Levels.

Pub Date Apr 71

Note—3p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Differences, Behavior Change, *Error Patterns, *Oral Reading, *Primary Grades, *Reading Research, *Secondary Grades, Sex Differences

The nature and extent of errors in the oral language of pupils in elementary and secondary school years was investigated. One hundred and eighty subjects were selected from public schools and were administered the Experimental Form B of the new Gray Oral Reading Test. Obtained data were analyzed with descriptive techniques and tests of statistical significance. It was found that (1) oral reading errors that decreased as grade level increases were repetition, no response, and inversion; (2) errors that increased as grade level increases were partial mispronunciation and gross mispronunciation; (3) errors that persisted throughout the grades were substitution, omission, and insertion; and (4) errors that appear in the same proportionate frequency whether pupil read passages of difficulty below or above their own level were substitution, insertion, and no response. Three other observations were that (1) chronological maturity accompanies reduction in total oral reading errors, (2) sex differences are negligible in this study, and (3) the reduction rate of total oral reading errors is rapid during the primary grades and slower and irregular through the secondary levels. (AW)

ED 053 863 RE 003 585

Athey, Irene

Language Models and Their Relation to Reading.

Pub Date Apr 71

Note—14p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Development, Biological Influences, *Child Language, Cognitive Development, *Language Development, *Language Learning Levels, *Models, Operant Conditioning, *Reading Development, Reading Readiness

Three language models (Staats, Lenneberg, and Piaget) are reviewed, and implications for reading are suggested. Staats' behaviorist stance maintains that imitation, mediation, generalization, and discrimination are key concepts in language learning behavior. Critics contest the importance of these concepts and claim that behaviorists cannot fully account for language development. The biological theory presented by Lenneberg contends that language is a manifestation of innate species-specific propensities, that language develops in a fixed sequence, and that the crucial period for language development is between ages 2 and 4. Each of these claims is challenged by critics. Piaget maintains that language development comes only after a certain level of cognitive development is reached by the child. An enriched environment conducive to teaching the child to think is essential to language development. Critics of this theory suggest the need for more research concerning the relationship of language to cognition. Some contradictory implications of these models for reading are listed, and references are included. (AL)

ED 053 864 RE 003 619

Wepman, Joseph M.

The Modality Concept: Background and Research.

Pub Date 19 Mar 71

Note—11p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Language, Concept Formation, Conference Reports, Historical Reviews, *Learning Modalities, *Learning Processes, *Multisensory Learning, Perception Tests, *Perceptual Development, *Reading Processes, Verbal Development

In 1964, the author proposed a multisensory approach to reading, and reading was seen as a language skill related to the development of verbal symbolic behavior. A closer focus was permitted on the child's learning process, which consists of preverbal learning (perceptually automatized and subconsciously acquired) and conceptual learning (which is only accomplished when the child can bend his perceptually processed alphabets to his expressive verbal needs). Further research has indicated that an early development of either auditory or visual perceptual processes leads to early and accurate use of speech or reading, respectively. Research also has shown that as the child develops he appears to use one modality in preference to others in learning, but modality dominance tends to be overcome by most children around the age of 9.

In 1969, perceptual process development was clearly defined by Chalfant and Schefflin, and since then a perceptual test battery which seeks to determine the level of development of necessary preverbal skills has been developed. Although the battery is still in an experimental form, sufficient research has been done with it to offer some direct observations. It was concluded that most research studies suggest that slower developing individual modalities is a natural process which should not be confused with other handicaps and that educational programs should be developed to suit the modality preference of the individual child. (AW)

ED 053 865 RE 003 620

Jan-Tausch, Evelyn

Individually Prescribed Instruction—Will It Work?

Pub Date Apr 71

Note—14p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Diagnostic Teaching, Effective Teaching, Individualized Programs, Individualized Reading, *Programed Instruction, *Reading Instruction, Reading Materials, *Reading Programs, *Sequential Reading Programs

Individually Prescribed Instruction (IPI), like other reading programs, does work, but only for certain teachers and with certain youngsters. On the positive side, IPI sets up a series of steps that allow the teacher to know where the child is and in what direction he is going. It enables the teacher to know his subject matter well, and enables the child to move at his own rate. However, there are negative aspects of the program. (1) There is the possibility of rote prescription on the part of the teacher. (2) The individual rate of learning, as emphasized by IPI, is only one of the factors that account for learning differences. (Some others include motivation, cultural environment, genetic endowment.) (3) Although IPI places the emphasis on student self-learning, effective learning seems to be a result of effective teaching. A good teacher can make almost any reading program work in the classroom, as long as he teaches diagnostically and as long as he believes in his material and knows it well. References are included. (AI)

ED 053 866 RE 003 638

Schiffman, Gilbert B.

The Administrative Problems Involved in Executing Clinical Recommendations for the Treatment of Severe Reading Disorders Within an Ongoing Educational System.

Pub Date Apr 71

Note—12p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Organization, *Administrative Problems, *Administrator Role, *Dyslexia, Reading Diagnosis, *Reading Difficulty, *Reading Programs

Developing a program of treatment for dyslexic readers involves four major problems: (1) definition of the reading disability, (2) administrative and educational inertia, (3) organization of the treatment program, and (4) the need for evaluation and research. There is great disagreement over definitions of reading disabilities, yet an effective program is based on a clear understanding of what the reading disability is. Administrators and educators often do not have the knowledge and understanding of reading disabilities and therefore will not lead or approve the development of treatment programs. Organization of a program is based on an appropriate structure; early identification of children with reading problems; the availability of space, staff, and materials; and trained teachers with eclectic approaches. Organization is often the most difficult problem in setting up a program. Finally, there is a great need for research and evaluation of dyslexic children and of educational programs which are effective in treating them. (AL)

ED 053 867 RE 003 673

Ratkin, Ned

The Effect of Two Different Reading Programs on Culturally Disadvantaged College Freshmen.

Pub Date 22 Apr 71

Note—15p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Programs, *College Students, Comparative Analysis, Compensatory Education Programs, Conference Reports, *Culturally Disadvantaged, *Reading Programs, *Reading Research, Reading Skills, *Remedial Reading Programs, Rural Urban Differences, Study Skills

The effects of a 10-week program in reading skills instruction or study skills instruction on culturally disadvantaged college freshmen in improving reading and academic performance were studied to identify optimum programs for particular students. Subjects were 60 entering freshmen scoring at or below the 30th percentile on the Iowa Silent Reading Test and 60 control subjects. Three criteria, grade point average (GPA), difference between expected and actual GPA, and a reading test residual gain score, were used to examine several null hypotheses. It was concluded that (1) there was a significant difference between the instructional and control groups on all three variables; (2) according to GPA analysis, achievement favored the rural students; (3) there was no difference in the effectiveness of the two modes of instruction; (4) however, some difference of effectiveness may have been hidden by grouping students of different backgrounds; (5) reading instruction appeared to be more helpful for urban students and study skills for rural; and (6) study skills should follow reading skills for urban students. Tables and references are included. (BM)

ED 053 868

RE 003 701

Schoelles, Iris Storey

Cloze as a Predictor of Reading Group Placement.
Pub Date 22 Apr 71

Note—6p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cloze Procedure, Comparative Analysis, *Elementary Grades, Evaluation Methods, *Reading Ability, Reading Level, *Reading Tests, Testing

Four questions concerning the relationship between results of cloze test scores and individual reading ability are investigated: (1) Is there a relationship between the cloze results and individual reading ability? (2) Should cloze tests be written at mean grade level? (3) Which provides higher correlations—giving credit for exact responses only or for exact responses and synonyms? and (4) Can the cloze test be considered a valuable part of student reading assessment? Four hundred and seventy students in grades 1 through 5 at a Snyder, New York, elementary school were administered both the Stanford Achievement Test and cloze passages from basal readers. Correlation of the scores ranged from .64 to .76 using cloze material near the grade mean. It appeared that greater dispersion of the population is achieved through use of more difficult materials. Scoring synonyms and exact words was found desirable. It was concluded that advantages of the cloze test are (1) that the student must comprehend what he is reading to do well, while random guessing can lead to high scores on the Stanford test and (2) there is no time limit on the cloze, hence the slow, careful reader scores well while the fast random guesser does not. Tables and references are included. (AL)

ED 053 869

RE 003 709

Bilka, Loisanne P.

An Evaluation of the Predictive Value of Certain Readiness Measures.
Pub Date Apr 71

Note—12p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Intelligence, *Predictive Ability (Testing), Predictive Validity, *Primary Grades, *Reading Achievement, Reading Instruction, *Reading Readiness Tests, *Reading Research, Sex Differences, Standardized Tests

Three hundred and fifty-three Pittsburgh school children were randomly assigned to nine classes taught by the basal approach and nine classes taught by the integrated experience approach. Five readiness measures were administered at the beginning of the first grade, and the Stanford Achievement Test was given in May of first, second, and third grades. Analysis of the data yielded the following findings: (1) significant relationships existed between the predictor variables

and the criterion variables of reading achievement; (2) the Murphy Durrell Readiness Test and the Metropolitan Readiness Tests were the strongest contributors to prediction; (3) when unique subtests of the two tests were combined, the combination of the Word Meaning subtest of the Metropolitan with the three subtests of the Murphy Durrell resulted in the highest prediction-achievement correlation; (4) correlation between prediction and achievement did not drop significantly from grade to grade; (5) sex, mental age, and instructional method did influence the prediction accuracy; (6) the Pintner Cunningham Primary Test made a moderate contribution to prediction; and (7) the Banham Checklist and Thurstone Jeffrey Tests were not adequate predictor instruments. References are included. (AW)

ED 053 870

RE 003 711

Burg, Dorothy Lee

A Statistical Comparison of the Academic Achievement in Reading of Students in the Initial Teaching Alphabet Program and Students in the Traditional Orthography Program.

Pub Date May 71

Note—97p.; Master's thesis submitted to Marycrest College

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Basic Reading, *Beginning Reading, Grade 1, Grade 2, *Initial Teaching Alphabet, Reading Achievement, *Reading Instruction, *Reading Research

Second-grade pupils who were taught reading in the first grade with the Initial Teaching Alphabet (i.t.a.) were compared with pupils who were taught reading with traditional orthography (TO). Seventy students from two schools in Moline, Illinois, were divided into a control group (using TO) and an experimental group (using i.t.a.) and were matched on intelligence and socioeconomic factors. Both groups were using the same basal readers (TO) in the second grade. The children were tested on the Stanford Achievement Test, Primary II, Reading and the Kuhlman Anderson Test of Intelligence in the second grade. Data indicated that (1) the i.t.a. group did not achieve significantly higher reading scores than the TO group; (2) the i.t.a. group did achieve higher scores on one variable, Word Study Skills; and (3) at one school, above-average i.t.a. students achieved significantly higher than average i.t.a. students, but this was not the case at the other school. It was recommended that further research be made of an i.t.a. program in the first grade. Tables, references, and appendices are included. (AL)

ED 053 871

RE 003 732

Artley, A. Sterl

Secondary Developmental Reading Programs—Are They Feasible?

Pub Date 23 Apr 71

Note—16p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conference Reports, *Content Reading, *Developmental Reading, Literature Reviews, *Program Evaluation, *Reading Programs, *Secondary Schools

The feasibility of and disparity between pronouncement and actual practice in secondary school developmental programs are discussed. The author states that, while systematic development of reading competencies and interests are the purported goals, the actual status of developmental reading varies greatly as reported in various studies. Smith (1963) found that by applying criteria of comprehensiveness and quality to 114 schools, seven had good programs. In California (Graham, 1969), 82 percent of the reading programs were remedial. In New Mexico (Bowen, 1970), the programs were remedial and isolated from the rest of the school. In general, trends indicate that (1) the English teachers handle reading classes, (2) programs are in the experimental stage, (3) most are short-term reading and study classes taught in conjunction with content classes (usually English), and (4) only a few offer separate reading classes and free or sustained reading. Problems were listed which limit developmental programs, and it was concluded that teaching of reading and study skills in content classes, widening of scope to include developmental reading, improving program direction, and providing trained personnel will all

help make a secondary developmental reading program feasible and effective. References are included. (BM)

ED 053 872

RE 003 739

Earle, Richard A.

Using Good Literature to Teach Reading: Prostitution or Promise?

Pub Date Apr 71

Note—10p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Literature Appreciation, *Literature Guides, Literature Programs, *Reading Instruction, Reading Material Selection, Reading Programs, Reading Skills, *Study Guides

The use of good literature in teaching reading can mean the relegation of literature to the role of a vehicle for instruction rather than a process of encountering human experiences. Four principles underlying a quality literature instruction program help determine whether good literature is being used or abused: (1) wide exposure to many levels, qualities, and types of literature; (2) quality exposure as dictated by the curriculum, department, or teacher; (3) the opportunity for free pursuit of reading materials; and (4) the appropriate use of skills instruction. The fourth principle is crucial. The teaching of reading skills is merely a part of guiding students toward analysis and interpretation of literature. The teacher must examine literature for the literary content as well as for the reading processes involved. The teacher can then construct guides which will help the students experience the literature in an appropriate intellectual-emotional manner. Reading skills instruction must stem from content objectives and be incorporated in a broad program of literature instruction. Sample written guides for "Fire and Ice" by Robert Frost and references are included. (AL)

ED 053 873

RE 003 745

LaPlante, William

Parents, Publishers and Reading.

Pub Date Apr 71

Note—6p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Instructional Materials, *Parent Participation, Parent Role, *Publishing Industry, Textbook Preparation, *Textbook Publications

The relationship between educational textbook publishers and parents has, in the past, been restricted to parents glancing at their children's textbooks. Now, however, as a result of a general increase of interest in education, the schools' need for parental help in the learning process, and the increased instructional focus of the media (such as Sesame Street), parents want to have instructional materials for home use. Educational publishers, whose main customers have been schools, will now have to modify their publications and advertising to include parents. Exactly how educational publishers will react to this new situation is uncertain, but it is clear that parents are going to have an increased voice in American education. (AL)

ED 053 874

RE 003 747

Carlson, Ruth Kearney

To Humanize People or To Make the Hearts Strong.

Pub Date Apr 71

Note—23p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—African Literature, American Indian Culture, *Creative Teaching, Creativity, *Ethnic Groups, Folk Culture, *Humanities Instruction, *Literature Appreciation, *Literature Programs, Literature Reviews, Poetry

With the use of many examples, the author suggests trends in the use of literature for developing a child's ethnic identity, humanitarian concerns, and appreciation for the arts and literature. The books annotated include poetry collections, folklore, novels, and a variety of commentaries on current thought in teaching literature. Also discussed is the future use of multimedia approaches to literature and the collaboration between the arts and literature. The paper is directed toward teachers on both elementary and

secondary levels. Suggestions are made for employing literature in various creative learning activities in the classroom. A bibliography is included. (AL)

ED 053 875

RE 003 750

Smith, Nils Banton

The Quest for Increased Reading Competency.

Pub Date 22 Apr 71

Note—21p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adjustment (to Environment), Conference Reports, Creative Thinking, Critical Thinking, Drug Therapy, *Educational Trends, Instructional Innovation, Instructional Technology, Interpretive Reading, Nutrition, *Reading Ability, *Reading Instruction, Self Concept, Teacher Role

Today there is a swelling trend toward a greater awareness of the significance of developing wholesome self-concepts related to reading competency; a concern for controlling nutrition to increase intelligence and reading ability; a promise of using drugs and electronic means to improve intelligence, to manipulate human behavior, and modify personality; and a rapid development in the technological trends related to reading instruction and diagnosis, such as the teaching machines and the computer. However, we always need perceptive teachers to encourage, guide, and stimulate the higher intellectual processes in reading. To prepare the child for the rapidly changing world, we must teach the child adaptability. The beginning trends toward adaptability in reading are indicated in the increasing tendency toward individualized progression, the concern for the disadvantaged, and the informally organized classroom. There is no better medium for teachers to develop adaptability in children than reading in the subject content areas. In order to develop such ability, teachers today must use this content in teaching reading in ways that will encourage children to read interpretively and to think critically and creatively. References are included. (AW)

ED 053 876

RE 003 755

Dalin, Kenneth L.

Preservice Training in Reading for the Secondary-Level Classroom Teacher.

Pub Date Apr 71

Note—10p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Content Reading, *Preservice Education, Reading Development, *Reading Instruction, *Reading Skills, *Secondary School Teachers, Teacher Background, Teacher Education, Teaching Skills

Since every teacher is a teacher of reading, several skills and understandings should be a part of every beginning content teacher's preservice training. A secondary teacher's reading background should include a knowledge of a general theory of reading, an overview of basic reading skills, training in book-reading skills, training in the psychology of study, an understanding of the role of rate in reading, an understanding of corrective and remedial reading, training in the selection of materials, and training in the skills of classroom questioning. The mastery of these skills will enable the teacher to incorporate reading instruction in her program as a tool to help her reach her instructional goals. (AL)

ED 053 877

RE 003 758

Stauffer, Russell G.

Theoretical Rationale of the Language Experience Approach.

Pub Date Apr 71

Note—17p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Affective Behavior, Cognitive Processes, Communication Skills, *Language Arts, *Language Experience Approach, *Learning Processes, Oral Expression, *Reading Instruction, Reading Processes, *Reading Skills

By relating research on cognition, child development, and teaching, the author describes the theoretical background of the language ex-

perience approach to teaching reading. The close relationship between spoken language and reading and writing skills is discussed. The author lists and describes specific practices for teaching and learning in a language experience program including dictation, word banks, word recognition skills, creative writing, library usage, curriculum usage, and record keeping. Emphasized in the paper are (1) the interrelationship between reading and other communication and learning skills and (2) the importance of affective, social, intellectual, and individual factors on the reading process. References are included. (AL)

ED 053 878

RE 003 761

Bing, Lois B.

Vision Screening and Learning.

Pub Date Apr 71

Note—11p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Maturation, Perception Tests, *Perceptual Development, *Physical Development, Sensory Integration, *Vision Tests, Visual Acuity, *Visual Learning, *Visual Perception

Most vision screening today concerns itself only with the physical phase of vision, consequently the relationship of vision to learning becomes slighted. Rather, vision should be discussed as it operates when learning takes place through seeing. Vision as it operates for learning is a very complex process—it has physical (acuity), physiological (integrative), and psychological (perceptual) phases. In order to help individual children who are experiencing learning difficulty and who may have vision deficiencies, the teacher should (1) understand the process of visual learning (which is affected by maturation, development, and many other factors); (2) know the limitations of the vision screening program used; and (3) know the child's visual abilities. Knowledge of symptoms, information gleaned from various tests, use of a full screening program, and referral for a complete vision evaluation—all these can help the teacher to know a child's visual abilities. In addition, early detection and early removal of visual deficiencies is important. The child must not only see clearly, but he must also be able to use the visual signals and have ample experiences in developing visual skills related to important perceptual abilities. References are included. (AW)

ED 053 879

RE 003 766

Rosenshine, Barbara And Others

Remediation in Reading for Fourth Graders: A Project Report for 1969-70.

Philadelphia School District, Pa.

Pub Date 71

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Grade 4, Programmed Instruction, Program Evaluation, *Reading Improvement, Reading Instruction, *Reading Programs, *Reading Research, *Remedial Reading Programs, Small Group Instruction, Urban Education

The objectives of this project in Philadelphia were (1) to develop an effective remedial instructional program in an inner-city school and (2) to chart the progress of the subjects over a whole school year. Forty-eight pupils of verbal IQ's of 80 to 100 and reading levels of 3.0 grade level were divided into an experimental group and a control group of 24 pupils each. The experimental group had daily work in a reading classroom which had small group instruction with SRA Reading Laboratory materials, programmed and regular reading workbooks, and staff-prepared Word Analysis Units. Testing of the students on the Metropolitan Achievement Tests (MAT), Primary II and an Informal Reading Inventory (IRI) was conducted after three 10-week periods. Significant improvement on the MAT was shown only after the third 10-week period and was not substantially different from gains made by the control group. The IRI showed the experimental group to be 1 year ahead of the control group. The problem of pupil persistency in work is examined and suggestions as to how similar projects could be improved are made. Tables and graphs are included. (AL)

ED 053 880

RE 003 768

Halamanaria, P. G.

Reading in Manitoba Schools: A Survey. Manitoba Teachers' Society, Winnipeg.

Pub Date 71

Note—241p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Elementary School Students, *Foreign Countries, Questionnaires, *Reading Achievement, *Reading Instruction, Reading Research, *State Surveys

In November of 1965, the Provincial Executive of the Manitoba Teachers' Society established a commission made up of principals, teachers, and university professors to study reading in the Manitoba schools, including (1) reading teaching, (2) reading ability of elementary and secondary school pupils, (3) results of research elsewhere, (4) instruction of teaching reading methods at educational institutions in the Province, and (5) public hearings at which members of the educational or lay public may submit their studies and opinions. An extensive questionnaire was developed and sent to all teachers in grades 1, 2, 3, and 6 in the Province. A sample of approximately half the students in grades 1, 2, 3, and 6, a total of 30,973, was administered the Stanford Achievement Test in Reading (SRAT) and the Otis-Lennon Mental Ability Test. The results showed Manitoba children to be below the SRAT norm group. Intercorrelations of the variables, regression analysis, and analysis of variance were among the analyses performed. The commission suggested careful study of the following: (1) crucial variables affecting reading, (2) early detection of learning problems, (3) careful selection of reading materials, and (4) educational philosophy. A bibliography, tables, and appendices (including the study questionnaire) are included. (BM)

ED 053 881

RE 003 769

Model Programs: Reading. Bloom Township High School Reading Program, Chicago Heights, Illinois.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Report No.—OE-30033

Pub Date 71

Note—36p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1780-0784, \$0.25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Content Reading, *Demonstration Programs, *Developmental Reading, Program Descriptions, Programed Instruction, Reading Clinics, Reading Materials, *Reading Programs, Reading Skills, *Secondary Grades

Bloom Township High School in Chicago Heights, Illinois, has set up a reading program which includes a reading clinic, a reading laboratory, and a program of Individually Prescribed Study (IPS). The IPS helps the students to master the reading skills necessary for his course work in content areas. Used in this program are various materials for working on reading skills including SRA Reading Labs, "Be A Better Reader" and other commercially produced skill books, and materials designed by the staff of the program to correspond to the course work of the students. Personnel of the program include a reading consultant, reading specialists, reading clinicians, and teacher aides. An inservice training program is provided for all freshman English teachers. The entire freshman class is enrolled in the reading program, and it may be elected by students in any other class. Tests and observational data indicate that the program is effective, particularly for boys and for students of lower IQ's. This effectiveness is largely attributed to the program's flexibility. References are included. (AL)

ED 053 882

RE 003 770

Model Programs: Reading. Summer Junior High Schools, New York, New York.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Report No.—OE-30031

Pub Date 71

Note—30p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1780-0782, \$0.25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Demonstration Programs, *Junior High School Students, Library Programs, Program Descriptions, Reading Achievement, Reading Materials, *Reading Programs, *Remedial Reading Programs, Rewards, *Summer Programs

New York City Schools operate a summer junior-high-school program which includes an intensive program of remedial reading. Students are admitted to the program only if they are reading at least two grade levels below their actual grade level as measured by the Metropolitan Achievement Tests. Reading classes of about 25 students each participate in essentially traditional learning activities such as class exercises, homework, lessons on specific reading skills, phonics, and directed and free reading. Materials used include commercial reading materials, workbooks, charts, reading pacers, controlled readers, and filmstrips. A circulating library is integral to the program and useful in motivating the students—for every four books the student reads, he is permitted to keep one for his personal library. Evaluation of the 1970 summer program indicates that 81.1 percent of the students showed growth on the Metropolitan Achievement Tests, with the median growth of students being 9 months. Increased success of the program over the last 2 years is attributed to highly motivated students, the employment of skilled reading coordinators, and experienced reading teachers. References are included. (AL)

ED 053 883

RE 003 771

Model Programs: Reading, Programed Tutorial Reading Project, Indianapolis, Indiana.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Report No.—OE-30030

Pub Date 71

Note—23p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1780-0781, \$0.20)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Basic Reading, *Demonstration Programs, *Disadvantaged Youth, Grade 1, Grade 2, Paraprofessional School Personnel, Program Descriptions, *Programed Materials, Reading Achievement, *Reading Programs, Sequential Reading Programs, *Tutorial Programs

In the Programed Tutorial Reading Project in the Indianapolis School District, over 1,200 first and second graders are tutored in reading by paraprofessionals for 15 minutes a day as a supplement to classroom teaching. All of the children are from schools that have a high enrollment of disadvantaged children, and include approximately 75 percent Negro students. The program goal is to improve the children's reading achievement through preventive means, rather than later remediation. This is accomplished by tutorial emphasis on sight reading, comprehension, and word analysis, each of which is broken into coded step-by-step lessons. About half of the tutorial personnel are recruited from the inner city, and half, from the suburbs. The tutors receive 30 hours of training in the first 2 months as well as continuous on-the-job training. Tutors must adhere closely to the prescribed tutorial kits provided for the basal series used. An extensive evaluation of the project has shown that the tutorial reading program produces a significant improvement in reading achievement. Test results, materials and equipment, budget information, and children's activities are also briefly described. (AI)

ED 053 884

RE 003 772

Model Programs: Reading, Summer Remedial and Enrichment Program, Thomasville, Georgia.

National Center for Educational Communication (DHEW/OE), Washington, D.C.

Report No.—OE-30029

Pub Date 71

Note—29p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1780-0780, \$0.20)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Demonstration Programs, *Disadvantaged Youth, *Elementary Grades, Individualized Instruction, Individualized Programs, Program Descriptions, Reading Pro-

grams, *Remedial Reading Programs, Small Group Instruction, Student Attitudes, *Summer Programs

The Thomasville City School District offers an 8-week summer program for students in grades 1 through 6. The program consists of individualized and small group instruction, with an emphasis on improving reading skills. Areas covered include vocabulary, comprehension, oral and written expression, and basic arithmetic. Even though the program's major focus is on reading, classes are also offered in creative English, mathematics, music, and physical education. Ninety percent of the 290 students that attend the summer program are from families whose income does not exceed \$4,000 per year. The student spends one-half of his time in individualized learning situations, one-quarter of his time in small group situations, and one-quarter of his time in large groups. There is a small ratio of students to teachers and teacher aides, allowing for a great deal of individual attention for the student. An evaluation of the program showed that students showed positive changes in attitudes as well as marked increases on the Gates-MacGinitie post-test in both vocabulary and comprehension. Materials and equipment, budget, inservice training, and classroom environment are also briefly described. (AI)

ED 053 885

RE 003 773

Model Programs: Reading, Elementary Reading Centers, Milwaukee, Wisconsin.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Report No.—OE-30035

Pub Date 71

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EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Demonstration Programs, Developmental Reading, *Elementary Grades, Inservice Teacher Education, Program Descriptions, Reading Achievement, *Reading Centers, Reading Consultants, Reading Instruction, *Reading Programs, Reading Skills, Remedial Reading, *Remedial Reading Programs

The Elementary Reading Centers located in 36 Milwaukee, Wisconsin, urban schools provide supplementary remedial reading instruction to pupils with low reading achievement and provide reading resource teachers to assist and train classroom teachers. Reading teachers emphasize comprehension, vocabulary development, word recognition, study skills, and independent reading skills. The resource teachers' activities include testing, preparing materials, assisting in special programs, and evaluating reading programs, as well as giving inservice training to reading teachers. The 1969-70 evaluation showed that generally pupils in the project did as well as non-project pupils of lesser disability. Teacher and parent response was favorable to the program. A bibliography is included. (AL)

ED 053 886

RE 003 774

Model Programs: Reading, Intensive Reading Instructional Teams, Hartford, Connecticut.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Report No.—OE-30034

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Note—43p.

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EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Auditory Perception, Basic Reading, Beginning Reading, *Demonstration Programs, *Disadvantaged Youth, *Grade 1, Language Development, Program Descriptions, Reading Achievement, *Reading Centers, *Reading Programs, Reading Readiness, Visual Perception

The Hartford Public School District has set up and is maintaining three intensive Reading Centers, each of which provides a 10-week reading program for first graders. The purpose of the program is to improve the reading achievement of

disadvantaged children. Children in groups of 10 or 11 move from teacher to teacher at 50-minute intervals. They study in three areas per morning—decoding, basal reading or language development, and visual perception. The afternoon is spent at their home school in regular classes. An evaluation of the program showed that, in general, those children enrolled in the program made significant gains in reading. The program description, personnel, preservice and inservice training, facilities, busing, organization for instruction, activities, material and equipment, parent-community involvement, costs, selection process, and evaluation are included. (AI)

ED 053 887

RE 003 775

Model Programs: Reading, Yuba County Reading-Learning Center, Marysville, California.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Report No.—OE-30038

Pub Date 71

Note—30p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1780-0789, \$0.25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Demonstration Programs, Elementary Grades, Individual Instruction, *Inservice Teacher Education, Program Descriptions, Reading Achievement, *Reading Centers, *Reading Improvement, Reading Instruction, *Reading Programs, Small Group Instruction, Student Attitudes

Almost 900 children in grades 1 through 8, with reading difficulties, are given special individualized instruction at the Yuba County Reading-Learning Center each year. Operating on a twelve-month basis, the Center seeks to improve the children's reading and verbal skills and bring about more positive attitudes toward school and education. The children spend 1 hour a day, 4 days a week, at the center, in classes of 24 students. The emphasis, however, is on individual and small group instruction. Teacher training is a significant part of this program. Each year, 11 teachers are given a year off from their regular classroom assignments to be on the center staff and receive training as reading specialists. An evaluation of the program showed (1) that all children improved in oral and silent reading and word analysis; (2) that positive changes in the children's attitudes were noted; and (3) that the teacher training section of the program proved to be successful for the reading centers, the schools, and the teachers themselves. (AI)

ED 053 888

RE 003 776

Model Programs: Reading, The Topeka Reading Clinic, Centers, and Services, Topeka, Kansas.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Report No.—OE-30032

Pub Date 71

Note—34p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1780-0783, \$0.25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Demonstration Programs, Elementary Grades, Inservice Teacher Education, Junior High Schools, Program Descriptions, Reading Achievement, *Reading Centers, *Reading Clinics, Reading Consultants, Reading Diagnosis, Reading Materials, *Reading Programs, *Remedial Reading Clinics

The Topeka Reading Clinic, Centers, and Services provides help for disabled readers in the Topeka, Kansas, elementary and junior high schools. The professional staff of the clinic diagnoses reading disabilities and designs remedial programs. The remedial reading teachers affiliated with the clinic offer reading classes in the schools for grade 4 through 9. The clinic gives inservice training to reading teachers in the schools in such skills as diagnosis, teaching techniques, choosing materials, and writing learning sequences. The clinic staff confers with classroom teachers on teaching disabled readers. Finally, the clinic has a large up-to-date library of materials for teaching reading. The 1968-69 evaluation of

715 students involved in the reading classes showed an average gain in reading level of 2.78 months per month in the program, as measured by the Standard Reading Inventory. In 1969-70, 845 students showed an average gain of 1.9 months per month in the program for grades 4, 5, and 6 and 2.3 months per month in the program for grades 7, 8, and 9, as measured by the Stanford Diagnostic Reading Test. (AL)

ED 053 889 RE 003 777

Model Programs: Reading. School-Within-A-School, Keokuk, Iowa.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Report No.—OE-30036

Pub Date 71

Note—30p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1780-0787, \$0.25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Content Reading, *Demonstration Programs, *Grade 7, *Individualized Instruction, Low Achievers, Program Descriptions, Reading Achievement, Reading Improvement, *Reading Programs, Remedial Reading, Team Teaching

A School-Within-A-School program (SWAS) in Keokuk, Iowa, has proved successful in improving reading skills of about 145 seventh-grade pupils who are below the local 50th percentile in reading ability. The Title III/BSEA program utilizes a team teaching system which facilitates the teaching of reading skills in the content areas of mathematics, science, and social studies as well as in language arts. Because of flexible scheduling, classes in the SWAS can be easily adjusted to fit in with the other classes, and the students can divide their time between SWAS activities and music, art, and physical education. Individual and small group instruction in reading skills and independent study are important parts of the program. Evaluation of the students on the Stanford Achievement Test showed marked improvement in Word Meaning and Paragraph Meaning scores. A list of materials used is included. (AL)

ED 053 890 RE 003 778

Model Programs: Reading. Remedial Reading Program, Pojoaque, New Mexico.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Report No.—OE-30037

Pub Date 71

Note—30p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1780-0788, \$0.25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American Indians, *Demonstration Programs, *Elementary Grades, Individual Instruction, Program Descriptions, Reading Achievement, Reading Instruction, Reading Materials, *Reading Programs, *Remedial Reading Programs, Small Group Instruction, *Spanish Americans

The elementary school in Pojoaque, New Mexico, has recently developed a remedial reading program for children in grades 2 to 4. Eighty-three children participated in 1969-70. As the population of the area is 76 percent Spanish-American, 12 percent Indian, 12 percent white, and less than 1 percent black, work in the program focuses on language and communication problems. Children work in remedial reading groups 25 to 30 minutes daily. Activities are divided between individual and small group work. Textbooks and workbooks are used for skill development, and high interest library books, filmstrips, and a tape recorder are used for motivating pupil interest. Pretest and post-test scores on the Gilmore Oral Reading Placement Test, administered primarily for individual diagnosis, indicated that the months of progress in accuracy and comprehension generally exceeded the number of months the children spent in the program. References and a list of materials used are included. (AL)

ED 053 891 RE 003 779

Guided Individualized Reading, English Language Arts Curriculum Series, Pamphlet 2. Grades K-12.

Iowa State Dept. of Public Instruction, Des Moines.

Note—51p.

Available from—Publications Section, Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50319 (\$0.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Elementary Grades, Independent Reading, *Individualized Reading, *Individual Reading, *Program Guides, Reading Materials, Reading Programs, Secondary Grades

Two reading programs, one on the elementary level and one on the secondary level, are presented. Individualized reading is recommended as one phase or strand of the total reading program. The elementary program used in a third-grade heterogeneous class in an Iowa elementary school is described as an example. Incorporated in the program are oral reading, audiovisual aids, records of reading activity, and free reading time. The goals of the program are to develop positive attitudes toward reading, encourage free reading, and to stimulate widely ranging reading interests. Suggestions as to how teachers may guide reading activities are made. The secondary program has varied goals for high, average, and low achievers, but generally emphasizes free reading and individual student-teacher conferences. Students are questioned on the content and meanings of the books they read. Student responses indicated that they enjoyed the chance to read freely and that the discussions with their teachers enhanced their interest and appreciation of the book. Lists of books and materials used in both programs are included. (AL)

ED 053 892 RE 003 783

Shapiro, Phyllis P. Shapiro, Bernard J.

The Effect of Reading Method on Composition.

Pub Date Jun 71

Note—14p.; Paper presented at the meeting of the New England Educational Research Association, June, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Composition Skills (Literary), Conventional Instruction, *Creative Writing, *Grade 1, Grade 2, *Initial Teaching Alphabet, *Reading Instruction, *Reading Research, Vocabulary, Writing Skills

The effects on written composition of two reading approaches—traditional orthography (TO) and the initial teaching alphabet (i.t.a.)—are compared. Two hundred and ninety-three first graders and 391 second graders, half of whom had learned reading with TO and half with i.t.a., were each asked to write two compositions. These essays were rated on length, vocabulary level, originality, emotional content, and overall communication, and the ratings of the i.t.a. and TO groups in both grades were compared. It was found that the first-grade i.t.a. essays were longer, on a more advanced vocabulary level, and more original than the TO group, but that there were no significant differences in the other ratings. In the second-grade group the differences between the i.t.a. and TO groups were not significant. The author points out that the rating scales might not have been appropriate for this particular sample and that a different scale of ratings might produce a different outcome. It was concluded that the causality of written behavior is more complex than simply the medium for beginning reading instruction. Tables and references are included. (AL)

ED 053 893 RE 003 785

Sears, Joyce R.

Junior-College Retarded Readers' Use of Context to Gain Word Meaning.

Pub Date Jan 72

Note—83p.; Master's Thesis presented to Rutgers, the State University of New Jersey

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Context Clues, *Junior College Students, Masters Theses, *Reading Research, *Retarded Readers, *Word Recognition

The hypothesis that there would be a significant difference in correct responses between a group of junior college retarded readers seeing words in context and another seeing isolated words in favor of the words-in-context group was investigated. A group of 42 retarded readers en-

rolled in reading and writing classes of the academic skills lab in Mercer County Community College, Trenton, New Jersey, was randomly divided into two groups. A preliminary administration of the Gates-MacGinitie vocabulary and comprehension tests was given to assure that there was no significant difference in reading levels of the two groups. An experimenter-devised trial test was given to 17 eighth-grade students in which the context groups scored 61.5 percent and the isolated word group, 50.8, which was a significant difference. On the 12-item experimenter-devised test for the junior college subjects, the context group responded correctly to 47.6 percent of the items and the isolated word group to 49.2 percent, with means of 4.26 and 4.40, respectively. It was therefore concluded that junior-college retarded readers do not use context to gain word meaning. Suggestions for further research, the experimental tests, tables, and a bibliography are included. (BM)

ED 053 894 RE 003 786

Lisman, Linda C.

Vowel Deletion and Cloze Tests Compared with a Reading Ability Test.

Pub Date Oct 71

Note—64p.; Master's thesis presented to Rutgers, The State University of New Jersey, Oct. 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cloze Procedure, *Correlation, Grade 7, Grade 8, *Intelligence Tests, Masters Theses, Reading Ability, *Reading Tests, Sex Differences, *Vowels

Fifty-seven seventh and 60 eighth graders were divided into three reading ability groups. All were given the Wechsler Intelligence Scale for Children (WISC) prior to the study and the Gates-MacGinitie Reading Test Survey E for grades 7 to 9 immediately after the study. A practice sample was given before the tests on prepared vowel deletion and cloze passages. Performance on both tests was correlated with each other, with scores of the reading test, and with the WISC scores. Correlation between vowel deletion and cloze scores was found to be .43 for the total group. Vowel deletion correlated significantly with the reading test (speed, .51; accuracy, .63; vocabulary, .57; and comprehension, .51), and with the IQ test (performance, .39; full scale, .45; and verbal, .37). The correlation was higher for eighth graders on speed, accuracy, and vocabulary, but higher for the seventh graders on comprehension. The cloze test correlated with the reading test as follows: speed, .29; accuracy, .41; vocabulary, .55; and comprehension, .60. It correlated with the IQ test as follows: performance, .28; full scale, .46; verbal, .50. Generally, for all measures except verbal IQ and reading comprehension, the vowel deletion correlations were higher than or almost identical to the cloze correlations for the total population. Tables, a bibliography, and appendices are included. (AW)

ED 053 895 RE 003 790

Lumpkin, Donavon

Assessing "Word Learning" Modes and "Word Recognition."

Pub Date 22 Apr 71

Note—11p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr 19-23, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Auditory Perception, *Diagnostic Tests, Evaluation Methods, *Learning Modalities, Learning Processes, *Reading Diagnosis, *Reading Tests, Visual Perception, *Word Recognition

In order to apply appropriate modes of instruction based on readers' learning characteristics, including modality preferences, the diagnostician must evaluate the reading abilities of the individual pupil on tests of word recognition, psycholinguistic abilities, and learning modes. The Dolch Basic Word Test is a tool for evaluating word recognition skills. This test should be augmented with a learning modalities test such as that developed by Mills which uses the visual, phonic or auditory, kinesthetic, and combination methods. Other learning modalities tests are the Gates Associative Tests and the Van-Wagenen "Word Learning" Test. Psycholinguistic tests such as the Illinois Test of Psycholinguistic Abilities and the Detroit Tests of Learning Aptitude are useful in diagnosing auditory and visual memory. Data collected from these evaluations may be used in determining the specific strengths and

weaknesses of the individual pupil and in choosing appropriate teaching approaches and activities in teaching reading. References are included. (AL)

ED 053 896 RE 003 792

Emery, Donald G.
[A Barraging for Reading: How Business Can Help the Right to Read Effort.]

Pub Date 29 Apr 71

Note—14p.; Address to the American Association of Publishers, Washington, D.C., Apr 29, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Literacy, *Community Involvement, Community Resources, *Community Responsibility, Community Support, *Literacy, Literacy, *Reading, Social Responsibility

Identifiers—*Right to Read Effort

Reading is the key to learning. Without basic reading skills, the individual is shut out of society in many ways. Illiteracy lowers his chances of employment, limits his knowledge in politics and current events, and limits his success in school. As all of these things affect the nonreading individual, so does his lack of productivity and lack of personal fulfillment affect our society as a whole. The solution to the reading problem in achieving the goal of national functional literacy requires total community involvement—by parents, schools, businesses, radio, television, libraries, and publishing companies. By communities becoming more involved in the individual, the individual, in turn, increases his involvement in the community, thus creating a better society for all. (AI)

ED 053 897 RE 003 793

Sanchez, Robert A. And Others
Guide for Implementing State Adopted Tests, 1969-1970.

Fountain Valley School District, Calif.

Pub Date 69

Note—97p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Basic Reading, Developmental Reading, Program Design, Program Evaluation, *Program Guides, *Reading Materials, *Reading Programs, *Textbooks

The materials and procedures used by the Fountain Valley School District, California, to implement their reading program are described. Included are a description of the reading principles on which the program is based and information on methodology and organizational procedures. Also described are lists of state-adopted texts, summaries of basic texts, scope and sequence of materials, plus a means of evaluating the effectiveness of such a program. Graphs, charts, and forms are used to further explain the use of the guide and the implementation of the program. (AI)

ED 053 898 RE 003 794

Curriculum Change Through Nongraded Individualization. A K-3 Reading Program.

Snake River School District 52, Blackfoot, Idaho.

Pub Date Mar 71

Note—54p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Beginning Reading, *Individualized Reading, Kindergarten, Language Enrichment, Nongraded Primary System, Oral Expression, Prereading Experience, *Primary Grades, *Reading Programs, *Reading Readiness, Reading Skills, Vocabulary Development, *Word Recognition

An individualized, nongraded Title III/ESEA reading program to be used with children at kindergarten through third-grade levels has been developed at Moreland School in Moreland, Idaho. Using team teaching and individual and small group instruction, the program seeks to develop in the child prereading experiences, language experiences, expanded vocabulary, reading-thinking activities, and independence, enjoyment, and versatility in reading. Prereading experiences include work in sensory-motor integration, visual discrimination, auditory discrimination, and oral expression. Language experiences include dictations of stories the children tell. Expansion of reading vocabulary is achieved through exposure to materials, word recognition training, and directed reading-thinking activities. Word recognition skills such as phonic generalization, context clues, and structural generalization are the

basis for independent reading. A bibliography, scope and sequence charts of word recognition skills, and sample skill packets and record forms are included. (AL)

ED 053 899 RE 003 797

Brown, Sandra M., Ed.

News Book in Reading Instruction: Series I.

Pub Date 71

Note—191p.

Available from—MultiMedia Education, Inc., New York, N.Y.

Document Not Available from EDRS.

Descriptors—Educational Improvement, *Interviews, *Literacy, *National Programs, *Reading Ability, Reading Failure, Reading Programs, Reading Skills, Specialists, *Universal Education

Identifiers—*Right to Read Effort

The "Right to Read" goal set by James E. Allen, Jr., former United States Commissioner of Education, is evaluated through a series of interviews with 25 leading authorities in reading. Allen's address is included in its entirety. The comments of the reading authorities, who often disagree among themselves, reflect the impact that the "Right to Read" undertaking will have on reading instruction; teacher education; local, state, and national fiscal priorities; and education in general. Interviews with the following authorities are included: Ira E. Aaron, Mary C. Austin, Emmett A. Betts, Dorothy Kendall Bracken, S. Alan Cohen, Edmund E. Coleman, Joan Ganz Cooney, Brother Leonard Courtney, Dorothy M. Dietrich, Donald D. Durrell, Margaret J. Early, Siegfried Englemann, Leo Fay, Gerald G. Glass, Melvin Howards, James L. Laffey, Constance M. McCullough, Joseph S. Nemeth, Sir James Pittman, H. Alan Robinson, Helen M. Robinson, Carl B. Smith, Nila Banton Smith, M. W. Sullivan, and Harold T. Tanyzer. (VJ)

ED 053 900 RE 003 799

Webster/McGraw Hill Research Report: Programmed Reading, An Exemplary Project.

Pub Date 70

Note—29p.

Available from—Webster/McGraw-Hill, Manchester Road, Manchester, Mo. 63011 (\$1.25)

Document Not Available from EDRS.

Descriptors—*Beginning Reading, *Primary Grades, *Programmed Instruction, Programmed Materials, Program Effectiveness, Reading Achievement, Reading Instruction, *Reading Programs, *Reading Research

The reading achievement scores of over 3,000 students in grades 1 to 3 in 11 inner-city schools were studied to evaluate the effectiveness of the Sullivan Programmed Reading Series. All participating teachers were trained and aided by preservice and inservice workshops, building reading consultants, a speech improvement teacher, an instructional services center, parents, teacher aides, and a consultant from Webster/McGraw-Hill. Base-line data were collected in 1966 using the Gates-MacGinitie Reading Tests for grades 1 and 2 and the Lorge-Thorndike Intelligence Test and the Iowa Test of Basic Skills for grade 3. These same tests were used in the same manner to collect data in 1969 and 1970 for comparing achievement results. A .001 level of confidence was used for all tests of differences. Major findings included (1) reading achievement scores increased significantly for each class entering the project by grade 1; (2) mean achievement scores in vocabulary and reading comprehension (Gates-MacGinitie) for the 1969-70 first grade were at grade level for published national norms; (3) average grade equivalent score growth for second-grade students (1969-70) was more than 1 year in both vocabulary and reading comprehension; and (4) grade scores increased for both the most able readers and the least able readers. Tables and graphs are included. (VJ)

ED 053 901 RE 003 804

Carpenter, Teryle Sawyer, Corinne

The Effect of a College Reading Program Upon the Reading Gains, Grade Point Ratio and Attrition Rate for High-Risk Freshmen, Part I, Reading Gains.

Clemson Univ., S.C.

Pub Date 71

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Freshmen, Experimental Programs, *Low Achievers, *Reading Improvement, *Reading Programs, *Reading Research, Verbal Ability

A study was conducted at Clemson University involving 90 high-risk freshmen who were enrolled in special English sections on the basis of low verbal Stanford Achievement Test scores. Thirty students made up the experimental group, and 60 students, the control group. Students in the experimental group were those who volunteered to take the reading improvement course. The purpose of the study was to evaluate three goals: (1) the improvement of reading skills, (2) the reduction of attrition rates, and (3) an increased grade-point ratio. This report contains an evaluation of reading gain for the 90 subjects, based on the results of the Nelson-Denny Reading Test, Forms A and B. The results showed that the experimental group made higher gains in vocabulary, reading rate, and total reading than the control group. The failure of the experimental group to make gains in the area of comprehension is interpreted somewhat favorably in light of the fact that significant gains were made in rate without a loss of comprehension. It was concluded that a reading improvement program is beneficial to students with limited verbal skills. Tables and references are included. (AI)

ED 053 902 RE 003 813

Davis, Frank M. Morrow, William R.

Evaluation Report of Title I ESEA Programs.

Indianapolis Board of Education, Ind.

Pub Date 31 Oct 70

Note—76p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Applied Music, Cocurricular Activities, Delinquents, Elementary School Guidance, *Elementary School Students, Food Service, Inservice Programs, *Program Evaluation, *Remedial Mathematics, *Remedial Reading Programs, Social Services, Special Education, Summer Schools, Teacher Aides, *Tutorial Programs

An evaluation of the Indianapolis Title I programs for fiscal year 1970 is presented. An effort was made to concentrate services on the students showing the most need. Finances limited the programs to grades kindergarten through sixth. Programs for program remedial mathematics, remedial reading, tutorial reading, special education, student activity, instrumental music, teacher aides, summer school, inservice training, social service, food service, guidance, and neglected or delinquent students are discussed with reference to objectives, data, conclusions, costs, and pupils involved. All programs showed a gain in pupil ability and enthusiasm. Data summaries for the 1969-70 evaluation reports from the tutorial reading and tutorial mathematics programs, a summary of the Indianapolis 1969-70 Ginn I Program, charts, tables, and graphs are included. (BM)

ED 053 903 RE 003 816

Telfer, Hedy R.

Using Typewriters as a Tool to Teach Beginning Reading to Primary Children, to Improve Instruction of Primary Teacher Trainees.

Wisconsin State Universities Consortium of Research Development, Stevens Point.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-2728-43

Pub Date Oct 69

Grant—OEG-3-6-062728-2129

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Beginning Reading, Comparative Analysis, Creative Writing, Grade 1, Learning Motivation, *Motivation Techniques, Reading Ability, *Reading Research, *Teaching Machines, *Typewriting

The use of electric typewriters for beginning reading instruction was investigated. Thirty-six freshmen and sophomore education majors worked for 10 weeks with nine pairs of L-level (first-grade) children from the Wisconsin University laboratory school on SRA materials, Dolch phrases, and creative writing. Half used typewriters and the rest, pencils in front of a television camera. Pretests and post-tests were given, including the Gates-MacGinitie Primary Reading Test A, Dolch 220-word basic reading list, and the SRA reading series tests. Post-tests included the number of words written; Stanford

Achievement Test, Form X, Primary Battery; and Hildreth Letter per Minute Test. The typing group showed more growth in the Gates-MacGinitie and the Dolch tests, but there were no significant differences in reading ability of the two groups at the end of the 10 weeks. It was concluded that (1) the use of the typewriters did not increase experience and speed or reduce reading learning and (2) the children enjoyed the machines and the attention of a college student. It was recommended that future studies might investigate whether a difference does exist if all the students are boys or have perceptual motor or handwriting difficulties. Tables and a bibliography are included. (Author/BM)

ED 053 904 RE 003 838

Furlong, William
Evaluator's Profile and Selection Procedures.
Indiana Univ., Bloomington. Measurement and
Evaluation Center in Reading Education.
Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.
Pub Date 70
Note—30p.

Available from—Reading Program, School of
Education, 202 Pine Hall, Indiana University,
Bloomington, Ind. 47401 (\$0.75)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Evaluation Methods, Evaluation
Techniques, Federal Aid, *Federal Programs,
*National Surveys, *Profile Evaluation, *Pro-
gram Evaluation, Questionnaires, Reading Pro-
grams, Reading Tests

A profile of Title I and III reading program
evaluators from data collected on a survey of 299
evaluators was made. The survey consisted of
four sections: (1) The Evaluator—information on
his educational background and training and on
the programs with which he was connected; (2)
Data Collection—information on the sorts of data
the evaluator collected; (3) Reporting—informa-
tion on the nature of the reports made and for
whom they were intended; and (4) Tests—infor-
mation on the types of tests used in the evalua-
tions. Surprisingly few (30.4 percent) of the
evaluators had had any formal course work in
evaluation, yet 79.3 percent were responsible for
writing evaluation reports, and the majority were
responsible for evaluating objectives of projects,
instructional procedures, materials, and staff. The
majority of the evaluators developed criteria for
evaluation from information from local teachers
and consultants. It was questionable whether the
teachers were actually evaluated. Most evaluation
data came from examination of testing programs
which are described in detail. Most reports were
to state departments of education and most were
written only to meet federal regulations. Tables
of data, the survey, and survey responses are in-
cluded. (AL)

ED 053 905 24 RE 003 849

Bernstein, Melvin A.
Modification of the Reading Process by Behavioral
Techniques. Final Report.

National Center for Educational Research and
Development (DHEW/CE), Washington, D.C.
Bureau No—BR-8-C-048

Pub Date Jun 71

Contract—OEC-3-9-080048-0007(010)

Note—50p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Change, Conventional In-
struction, Disadvantaged Youth, Grade 3,
Motivation, *Programmed Instruction, Reading
Development, Reading Instruction, *Reading
Research, Reinforcement, *Rewards,
*Teaching Methods

Behavior modification techniques were used in
teaching reading to 181 disadvantaged Negro
third graders. Students were divided into four
groups—traditional reading with and without in-
termediate awards (chips with which they could
purchase personal awards) and programed reading
with and without intermediate awards. The
Sullivan Remedial Reading Program was used for
the programed reading groups. Students were
pretested and post-tested on the Metropolitan
Achievement Tests to compare reading achieve-
ment. Data indicated (1) that the traditional
reading group with rewards did significantly
better than the programed reading group with re-
wards and (2) that groups with rewards did sig-
nificantly better than groups without rewards. An
interaction effect was found which suggested
some reward intrinsic to programed reading.

Post-test deterioration of traditional reading stu-
dents not receiving intermediate rewards was ob-
served. The implications of the study for instruc-
tional approaches are discussed at length. Tables,
an extensive bibliography, and a list of activities
students chose to exchange for chips are in-
cluded. (AL)

SE

ED 053 906

Dietz, Maureen A.

An Investigation to Develop an Instrument to
Determine the Problem-Solving Skills in Science
of Children in Grades One, Two, and Three.

Pub Date 69

Note—439p.; Ph.D. dissertation, University of
Pennsylvania

Available from—University Microfilms, P.O. Box
1764, Ann Arbor, Michigan 48106 (Order No.
69-21630 M-\$5.60 X-\$19.80)

Document Not Available from EDRS.

Descriptors—*Doctoral Theses, *Elementary
School Science, *Evaluation, Norm Referenced
Tests, *Physical Sciences, *Problem Solving,
Science Education, *Test Construction

The development and validation of a test of
science problem solving skills for use in grades
one through three are described. Norms (grade
placement scores) for children in urban, outer-
urban, and suburban areas are provided for the
total score on alternate forms of the test, each of
which uses two physical science problems to as-
sess (1) the ability to recognize the problem, (2)
understanding of the science principle needed to
solve the problem, (3) the ability to collect data,
and (4) the ability to use "if-then" reasoning.
The test has a K-R 20 reliability of 0.82. Test
scores can be used to identify patterns of
strengths and weaknesses in problem solving skills
of individual children. Total mean scores in-
creased with grade level, and suburban children
performed best at all grade levels. Outer-sub-
urban students obtained higher mean scores than
urban children, except in grade one, where there
was no significant difference. (Author/AL)

ED 053 907

Bachman, Alfred Morry

Factors Related to the Achievement of Junior
High School Students in Mathematics.

Pub Date 68

Note—130p.; Ph.D. dissertation, University of
Oregon

Available from—University Microfilms, P.O. Box
1764, Ann Arbor, Michigan 48106 (Order No.
69-2 M-\$3.00 X-\$6.20)

Document Not Available from EDRS.

Descriptors—*Achievement, Doctoral Theses,
Grade 7, *Grouping (Instructional Purposes),
*Instruction, *Research, *Secondary School
Mathematics

The purpose of the study was to compare
achievement in mathematics of seventh grade stu-
dents under four different organizational patterns
for mathematics instruction: (1) instruction by
homeroom teachers, no special grouping, (2) in-
struction by homeroom teachers, interclass
homogeneous grouping, (3) instruction by special
teachers for mathematics, no special grouping,
and (4) instruction by special teachers for mathe-
matics, interclass homogeneous grouping. Analy-
sis of covariance and correlation analysis yielded
no significant differences or relationships for
achievement among the four groups or for
teacher mathematics preparation with pupil
achievement. Significant differences or positive
relationships were identified for self-concept of
ability in mathematics with achievement; mea-
sured intelligence with achievement; teacher ex-
perience and achievement for girls; teacher
mathematics preparation and achievement for
girls; and length of class period and achievement
for girls. (Author/JG)

ED 053 908

Feldman, Sarah Shirley Brown

Children's Understanding of Negation as a Logical
Operation in a Classification Task.

Pub Date 68

Note—165p.; Ph.D. dissertation, Stanford Univer-
sity

Available from—University Microfilms, P.O. Box
1764, Ann Arbor, Michigan 48106 (Order No.
69-219, M-\$3.00 X-\$7.60)

SE 008 947

Document Not Available from EDRS.

Descriptors—*Classification, Concept Formation,
Doctoral Theses, *Learning, Logic, *Mathe-
matics, *Preschool Children, *Research, Task
Performance

Negation as a logical operation was studied in a
block sorting task in which children aged three
through seven had to identify the set of not-X
and not-XY from a domain of 18 blocks varying
in shape and color. Seven experiments were car-
ried out in which number of correct responses,
error types, and response latencies were analyzed.
For negation applied to one attribute commands,
the most common errors were the responses in
which children gave only one of the disjoint sub-
sets of the requested complementary set, and the
part responses, in which not all the required
blocks were given, but both of the disjoint subsets
were represented. For the two attribute com-
mands, frequent responses included ignoring the
negative, and misplacing the negative so that chil-
dren responded to not-XY command with X not-
Y objects. By giving some X or XY commands
first, performance on the not-X or not-XY com-
mands was not improved. Three studies in-
vestigated the effects of the number of objects in
the complementary set, the composition in terms
of number of subsets in the complementary set, and
the effect of familiarity and the concomitant
ease of labeling of experimental materials. It was
found that the experimental manipulation had little
effect on the three, six, and seven year olds.
However, experimental manipulation was impor-
tant for the four and five year olds. The larger
the complementary set when the domain con-
tained 18 blocks, the more errors the children
made. (JG)

ED 053 909

Kieren, Thomas Ervin

The Computer as a Teaching Aid for Eleventh
Grade Mathematics: A Comparison Study.

Pub Date 68

Note—256p.; Ph.D. dissertation, University of
Minnesota

Available from—University Microfilms, P.O. Box
1764, Ann Arbor, Michigan 48106 (Order No.
68-17690 M-\$3.30 X-\$11.70)

Document Not Available from EDRS.

Descriptors—*Computer Oriented Programs,
Doctoral Theses, Grade 11, *Instruction,
*Mathematics, *Research, *Secondary School
Mathematics, Teaching Procedures

To determine the effect of learning computer
programming and the use of a computer on
mathematical achievement of eleventh grade stu-
dents, for each of two years, average and above
average students were randomly assigned to an
experimental and control group. The experimen-
tal group wrote computer programs and used the
output from the computer in their mathematics
class. Course material included quadratic func-
tions, complex numbers, linear systems
sequences, series and limits, and trigonometry.
Pre- and post-test measures were taken on these
topics. Findings yielded (1) significant differences
favoring the experimental group for measures of
achievement in algebra and quadratic functions;
(2) significant differences in trigonometry
achievement favoring the control group; and (3)
computer use appears to contribute most to
learning of complex processes, organization and
relation of data, and infinite processes.
(Author/JG)

ED 053 910

Klechner, Lester Gerald

An Experimental Study of Discovery Type
Teaching Strategies with Low Achievers in Basic
Mathematics I.

Pub Date 68

Note—456p.; Ph.D. dissertation, Pennsylvania
State University

Available from—University Microfilms, P.O. Box
1764, Ann Arbor, Michigan 48106 (Order No.
69-14534 M-\$5.80 X-\$20.70)

Document Not Available from EDRS.

Descriptors—Achievement, Attitudes, *Discovery
Learning, Doctoral Theses, *Instruction,
*Laboratory Procedures, *Low Achievers,
Research, *Secondary School Mathematics

The study dealt with the effect of discovery-
type teaching methods on the achievement, at-
titudes, and work-study skills of low achievers in
mathematics. Materials, equipment, and lesson
plans were selected or written for half of the sam-
ple of ninth and tenth grade students having a
low mathematics grade record, and being below

SE 009 534

SE 009 509

average in two of the following: I.Q., arithmetic computation ability, paragraph comprehension ability, or arithmetic reasoning ability. Experimental classes met in a mathematics laboratory. Findings reported include: (1) the control group achieved significantly more general mathematics content than the discovery classes; and (2) no significant differences in attitudes or work-study habits were found between control and experimental classes. (Author/JG)

ED 053 911

SE 009 542

LeBlanc, John Francis

The Performances of First Grade Children in Four Levels of Conservation of Numerousness and Three I.Q. Groups When Solving Arithmetic Subtraction Problems.

Pub Date 68

Note—204p.; Ph.D. dissertation, University of Wisconsin

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 68-7111 M-\$3.00 X-\$9.25)

Document Not Available from EDRS.

Descriptors—*Arithmetic, *Conservation (Concept), *Doctoral Theses, *Elementary School Mathematics, Grade 1, *Mathematics, *Number Concepts, *Prediction, *Problem Solving, *Subtraction

The study concerns the performances of first grade children in solving problems involving subtraction situations and the relationship of these performances to levels of conservation of numerousness and to I.Q. groups. The subjects were grouped into levels of conservation by a pretest administered prior to the main test of problem solving in subtraction. The effects of aids and transformations on the performances of the children in the problem solving test were also examined. An analysis of the results yielded the following: (1) children in the highest level of conservation of numerousness performed significantly better than those in the third and fourth levels; (2) there were significant differences among the performances of children in the three I.Q. groups; (3) there were significant differences among the twelve groups of children formed by levels of conservation and I.Q. groups; (4) the pretest of conservation of numerousness was found to be a better predictor of success in problem solving than the group I.Q. test; and (5) subtraction problems without aids or without transformations were significantly more difficult than problems with aids or with transformations. (Author/JG)

ED 053 912

SE 009 593

Wagman, Harriett Gordon

A Study of the Child's Conception of Area Measure.

Pub Date 68

Note—185p.; Ph.D. dissertation, Columbia University

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 69-15713 M-\$3.00 X-\$8.40)

Document Not Available from EDRS.

Descriptors—*Conservation (Concept), *Doctoral Theses, *Elementary School Mathematics, *Geometry, *Learning, *Mathematical Concepts, *Mathematics Education, *Research

Reported are the results of an investigation of the child's acquisition of the concept of area measure. To measure this acquisition, four axioms were developed to define the concept of area. A task was developed for each axiom to test operational understanding of the axiom. A test of vocabulary and a conservation of area task were administered to 95 school children aged eight, ten, and eleven years. From the results of these tests, 76 subjects were selected. Findings of the study included: (1) eight-year olds could apply some but not all of the axioms, (2) ten- and eleven-year olds could apply all of the axioms in some but not all situations, and (3) all three age groups attained a high degree of area conservation. Suggestions concerning possible modifications in the conventional mathematics program include: (1) instruction in area concepts should begin in second or third grade, (2) concrete materials should be used, and (3) the program should present a complete axiom set rather than a single axiom. (RS)

ED 053 913

SE 009 597

Wells, Jay Norman

Using Task Analysis to Incorporate Participation into a Strategy for Effectively Using a Film to Teach the Principle of Mathematical Induction.

Pub Date 68

Note—338p.; Ph.D. dissertation, Florida State University

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 69-596 M-\$4.35 X-\$15.30)

Document Not Available from EDRS.

Descriptors—*College Mathematics, *Doctoral Theses, *Films, *Instruction, *Instructional Films, *Mathematics, *Programmed Texts, *Research, *Teaching Procedures

The study was concerned with the effect of dual-media instructional instruments (film and programed text) on learning the method of mathematical induction by college freshmen. One group read the programed text at intervening times during the film showing; one group read the text before and after the showing; and a third group viewed the movie only. No significant differences resulted from treatment or treatment-level interaction for the two groups using dual-media. Significant ability level and completion time differences did exist for these groups. Both dual-media groups significantly outperformed the group who simply viewed the film. Conclusions offered include: (1) films designated for mathematics instruction might be more effective if used in conjunction with written programed material, and (2) time is saved when dual-media instructional instruments are combined as one experience. (Author/JG)

ED 053 914

SE 009 605

Wolfe, Richard Edgar

Strategies of Justification Used in the Classroom by Teachers of Secondary School Mathematics.

Pub Date 69

Note—136p.; Ph.D. dissertation, University of Illinois

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 69-15422 M-\$3.00 X-\$6.60)

Document Not Available from EDRS.

Descriptors—*Classroom Environment, *Doctoral Theses, *Instruction, *Mathematics Teachers, *Research, *Secondary School Mathematics, *Teacher Behavior, *Teaching Styles

A system to identify strategies of justification used by teachers in the classroom was developed and used to classify secondary school mathematics teacher discourse. Justification of assertion and action were labeled "validation" and "vindication," respectively. Eight strategies were identified - six of validation and two of vindication. The most frequently occurring strategy of validation found was one in which a universal generalization is justified by means of a subsuming generalization. Other strategies identified included use of a counter-example and use of deductive proof. (Author/JG)

ED 053 915

SE 009 677

Yasui, Roy Yoshio

An Analysis of Algebraic Achievement and Mathematical Attitude Between the Modern and Traditional Mathematics Programs in the Senior High School: A Longitudinal Study.

Pub Date 67

Note—146p.; Ph.D. dissertation, University of Oregon

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 68-4017 M-\$3.00 X-\$7.00)

Document Not Available from EDRS.

Descriptors—*Achievement, *Attitudes, *Comparative Analysis, *Curriculum Evaluation, *Doctoral Theses, *Longitudinal Studies, *Mathematics Education, *Modern Mathematics, *Research, *Secondary School Mathematics

Reported are the results of an investigation of mathematical achievement of students enrolled in modern and traditional mathematics programs. To be included in the comparative study, students had to have been continuously in a modern program or a traditional program during grades ten, eleven, and twelve. The experimental group (141 students) had used a modern textbook series developed in Ontario, Canada. The control group (125 students) had not been exposed to a modern mathematics program. Mathematical achievement was measured by the "Contempora-

ry Mathematics Test (Advanced Level, Form W)" during the spring of the students' senior year. The grade nine quantitative scores of the SCAT were used as the covariate. On test items judged common to both programs, the mean achievement score of the experimental group was significantly higher (.01) than that of the control group. When student scores were grouped by scholastic ability level, the experimental groups did significantly better (.05) than their corresponding control groups. Measures of student attitude toward mathematics provided by the "Mathematics Inventory" showed no significant differences between groups. (RS)

ED 053 916

SE 010 265

Hatfield, Larry Lee

Computer-Assisted Mathematics: An Investigation of the Effectiveness of the Computer Used as a Tool to Learn Mathematics.

Pub Date 69

Note—256p.; Ph.D. dissertation, University of Minnesota

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-5569 M-\$3.30 X-\$11.70)

Document Not Available from EDRS.

Descriptors—*Computer Oriented Programs, *Doctoral Theses, Grade 7, *Instruction, *Mathematics Education, *Problem Solving, *Programming, *Research, *Secondary School Mathematics, *Teaching Techniques

Reported are the results of an investigation of the effects of programming a computer in a seventh grade mathematics class. Two treatments were conducted during two successive years. The students in the treatment group used the programming language BASIC to write computer algorithms following supplemental instruction. The mathematical content was the same for the treatment group and the control group. Measures were made on both author-produced tests and commercial standardized tests. A measure of previous achievement in mathematics determined three levels within the groups. At the end of the first year, the measure of the knowledge of numeration systems was the only one found to be significant, and favored the control group. Supplementary materials and tests were revised for use during the second year. At the end of the second year, three of the twelve tests showed significant differences, all favoring the treatment group. It was felt that the results supported computer-assisted problem solving in grade seven mathematics, particularly for the study of number theory and word problems, and particularly for students identified as high or average in achievement. (RS)

ED 053 917

SE 010 269

Linville, William Jerome

The Effects of Syntax and Vocabulary upon the Difficulty of Verbal Arithmetic Problems with Fourth Grade Students.

Pub Date 69

Note—68p.; Ph.D. dissertation, Indiana University

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-7957 M-\$3.00 X-\$3.80)

Document Not Available from EDRS.

Descriptors—*Achievement, *Doctoral Theses, *Elementary School Mathematics, Grade 4, *Mathematics Education, *Problem Solving, *Research, *Syntax, *Vocabulary

Reported are the results of an investigation of the effects of syntax and vocabulary difficulty on the problem solving ability of children. Four tests of verbal arithmetic problems are prepared with either easy or difficult syntax and either easy or difficult vocabulary. Easy syntax was defined as being as nearly a kernel sentence as possible, while the difficult syntax sentences contained a subordinating clause. The vocabulary was judged easy if at least 70 per cent of the words were found in the Thorndike and Lorge listing of the first 1,000 words. The vocabulary was judged difficult if at most 30 per cent of the words were found in the listing. The same computational operations were used in all four tests. The tests were administered to 408 fourth grade students selected randomly from 12 elementary schools. From the results, the following differences were found to be significant: (1) scores on easy vocabulary test items were better than difficult vocabulary test items; (2) scores on easy syntax test items were better than difficult syntax test

items; (3) scores of high intelligence children were better than scores of low intelligence children; and (4) scores of high reading achievers were better than scores of low reading achievers. There were no significant interactions among the variables. (RS)

ED 053 918 SE 010 655

Willingham, Shively Thompson, Charles L. Mice and Men. Pennsylvania Advancement School, Philadelphia. Pub Date 70

Note—40p. Available from—ERIC Information Analysis Center for Science and Mathematics Education, 1460 West Lane Avenue 43221 (on loan)

Document Not Available from EDRS. Descriptors—*Behavior, *Biology, Environment, *Instruction, *Laboratory Procedures, Science Experiments, *Secondary School Science, Teaching Guides

Observations and experiments with mice, developed and tested at the Pennsylvania Advancement School with underachieving boys in grades seven and eight, are described in this teachers' guide which includes copies of student worksheets for exercises needing them. In addition to lists of materials and procedural suggestions, ideas for guiding discussion to develop parallels with humans are provided for each exercise. The exercises are "Taming the Mouse," "Observing Individual Mice," "Experiments with Individual Mice (responses to stimuli, food preferences, aggressive behavior)," "Training the Mouse to Walk a Tightrope," and "Observing Groups of Mice (social organization; responses to strange mice, cats, loud tapping, food and water deprivation, and overcrowding)." (AL)

ED 053 919 SE 010 816

Course and Curriculum Improvement Projects, Mathematics, Science, Social Sciences.

National Science Foundation, Washington, D.C.

Report No.—NSF-70-18

Pub Date Jun 70

Note—49p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (\$0.60)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum, *Curriculum Development, Elementary Schools, *Mathematics, *Program Descriptions, Program Development, *Sciences, Secondary Schools, *Social Studies

Social studies, science and mathematics curriculum improvement projects supported by the National Science Foundation are described in this publication. Description of projects is limited to those having direct relevance to pre-college education and generally to those resulting from grants made through the Course Content Improvement Program of the Division of Pre-College Education in Science. The projects include widely diverse activities: curriculum conferences, the development of new or improved instructional apparatus, the production of complete courses that may include new laboratory experiences and guides, educational films, teachers' guides, in-service materials, and textbooks. The projects are presented within these four categories: Elementary School Projects (K-6); Intermediate School Projects (7-9); Secondary School Projects (10-12); and General Projects (K-12). Included with each project description is a list of available materials and the address(es) for obtaining same. An alphabetical list of project abbreviations and a list of project directors are provided. (PR)

ED 053 920 SE 010 925

Burkman, Ernest

Probing the Natural World, Volume 1, Student Record Book, Teacher's Edition. Florida State Univ., Tallahassee.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 70

Note—193p.

Available from—Silver Burdett Company, Morristown, New Jersey 07960 (\$2.60)

Document Not Available from EDRS. Descriptors—Grade 7, *Instructional Materials, Laboratory Manuals, *Physical Sciences, *Secondary School Science, *Self Evaluation, Student Records, *Teaching Guides

Identifiers—Intermediate Science Curriculum Study

This volume is the teacher's edition of the student record book to be used with the seventh grade text "Probing the Natural World." The record book is divided into two sections. The first provides both spaces for answers to the questions asked in the text and the necessary data tables for the activities. The questions asked in the text are not repeated in the record book. Answers to these questions are included in the teacher's edition. The second section of the manual is designed for self-evaluation by the student and consists of a series of questions for each text chapter. Answers to these self-evaluation questions are given in the back of the record book. "The work was developed with support from the United States Office of Education (USOE) and published under 'limited' copyright authorization pursuant to the procedures of the USOE Copyright Guidelines." (PR)

ED 053 921 SE 010 926

Burkman, Ernest

Probing the Natural World, Volume 1.

Florida State Univ., Tallahassee.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 70

Note—574p.

Available from—Silver Burdett Company, Morristown, New Jersey 07960 (\$4.95)

Document Not Available from EDRS.

Descriptors—Grade 7, *Individualized Instruction, *Instructional Materials, *Physical Sciences, *Science Activities, Science Experiments, Secondary School Science, *Textbooks

Identifiers—Intermediate Science Curriculum Study

This text is the first volume used in the Intermediate Science Curriculum Study (ISCS) three year junior high school science program. The text is activity-oriented and consists of a series of experiments related to forces, work, energy, friction, electricity, heat, and other areas in physical science. The activities are designed for independent study and self pacing by the students, making it possible for the teacher to work individually with the students. In addition to the 21 chapters of activities there are 48 excursions, which are optional activities providing more depth or side lights to the chapter materials. "The work was developed with support from the United States Office of Education (USOE) and published under 'limited' copyright authorization pursuant to the procedures of the USOE Copyright Guidelines." (PR)

ED 053 922 SE 011 303

Clean Water for the 1970's, A Status Report.

Department of the Interior, Washington, D.C.

Federal Water Quality Administration.

Pub Date Jun 70

Note—91p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Environment, *Federal Legislation, *Federal Programs, Natural Resources, *Pollution, Program Descriptions, Resource Materials, *Water Pollution Control, Water Resources

Identifiers—Federal Water Quality Administration

This report describes the past activities and future plans of the Federal Water Quality Administration (FWQA). The first of the four sections in the report provides general discussion about these forms of water pollution: municipal wastes, industrial wastes, thermal pollution, oil and hazardous substances, mine drainage, sedimentation and erosion, feed lot pollution and other agricultural waste, and waste from watercraft. The second section, A Water Pollution Control Program for the 1970's, considers legislation and programs to improve financing of municipal treatment, standards and enforcement, assistance to the states, and other federal activities. The next section, Programs for Water Pollution Control, constitutes the major portion of the report, and considers past and present programs and issues: regulatory programs; assistance programs; planning and basic studies; research, development, and demonstration programs; the human element; and international activities. The final section reviews the organization, personnel, facilities, and budgetary resources of the FWQA. Included are many illustrations and photographs. (PR)

ED 053 923

SE 011 318

Sandel, Daniel H.

The Art of Questions and Discovery.

Pub Date Apr 71

Note—8p.; Paper presented at the National Council of Teachers of Mathematics Meeting, Anaheim, California, April 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Activity Learning, *Discovery Learning, Discovery Processes, *Elementary School Mathematics, *Instruction, Mathematics, Prime Numbers, *Teaching Procedures

The discovery method, according to the author, promotes logical thinking, is motivational in nature, makes learning more permanent, produces more usable knowledge, and gets students actively involved. A discovery lesson is characterized by the following: (1) the concept to be learned is not announced, (2) experiences and activities are developed which involve the concepts to be learned, (3) the ideas are given names, (4) definitions are generated, (5) pupils are actively involved, (6) practice experiences are provided and disguised to some extent, and (7) questions are raised to provoke additional thought. These points are illustrated with an example discovery lesson on prime numbers. (JG)

ED 053 924 SE 011 319

Beougher, Elton E.

Number Theory in the Elementary School.

Fort Hays Kansas State Coll., Hays.

Pub Date 71

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Elementary School Mathematics, History, *Instruction, *Mathematical Enrichment, *Number Concepts, *Number Systems

The paper presents reasons for teaching topics from number theory to elementary school students: (1) it can help reveal why numbers "act" in a certain way when added, multiplied, etc., (2) it offers drill material in new areas of mathematics, (3) it can develop interest - as mathematical enrichment, (4) it offers opportunities for students to develop ideas of inductive and deductive reasoning, (5) it offers patterns which can be discovered, (6) it offers unsolved problems of mathematics, and (7) it lays a foundation for future work in algebra. Examples from number theory discussed include history, number patterns, prime numbers, unsolved problems, and divisibility rules. (JC)

ED 053 925 SE 011 320

Wilson, James H.

Two Over Mars, Mariner VI and Mariner VII February to August 1969.

California Inst. of Tech., Pasadena.

Spons Agency—National Aeronautics and Space Administration, Washington, D.C.

Report No.—EP-90

Pub Date 71

Note—46p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aerospace Technology, *Astronomy, Resource Materials

This publication details the missions of Mariners 6 and 7 to the vicinity of Mars in the summer of 1969. Description is provided of the spacecraft, its preparation for flight, the 60 million mile journey, and the scientific results of the mission. There are numerous photographs including close-ups of the Martian surface. The content is narrative and technically valid but not burdened with detail. (Author/PR)

ED 053 926 SE 011 330

Helwig, G. Alfred And Others

Analytic Geometry, A Tentative Guide.

Baltimore County Public Schools, Towson, Md.

Pub Date 67

Note—53p.

Available from—Baltimore County Public Schools, Office of Curriculum Development, Towson, Maryland 21204 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Analytic Geometry, Curriculum, *Curriculum Guides, Geometric Concepts, Instruction, Mathematics, *Secondary School Mathematics, *Teaching Guides

This teacher's guide for a semester course in analytic geometry is based on the text "Analytic

Geometry" by W. K. Morrill. Included is a daily schedule of suggested topics and homework assignments. Specific teaching hints are also given. The content of the course includes point and plane vectors, straight lines, point and space vectors, planes, straight lines in space, circles, conics, transformation of axes, and polar coordinates. (Author/CT)

ED 053 927

SE 011 332

Brant, Vincent

Trigonometry, A Tentative Guide Prepared for Use with the Text Plane Trigonometry with Tables.

Baltimore County Public Schools, Towson, Md.

Pub Date 65

Note—99p.

Available from—Baltimore County Public Schools, Office of Curriculum Development, Towson, Maryland 21204 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum, *Curriculum Guides, Instruction, Mathematics, *Secondary School Mathematics, *Teaching Guides, *Trigonometry

This teacher's guide for a semester course in trigonometry is prepared for use with the text "Plane Trigonometry with Tables" by E. R. Heineman. Included is a daily schedule of topics for discussion and homework assignments. The scope of each lesson and teaching suggestions are provided. The content for the course includes trigonometric functions, solution of right triangles, trigonometric equations and identities, oblique triangles, and inverse trigonometric functions. Also included are two supplementary units on special right triangles and set theory. (Author/CT)

ED 053 928

SE 011 397

Corliss, William R.

Earth Orbital Science, Space in the Seventies.

National Aeronautics and Space Administration, Washington, D.C.

Report No.—EP-83

Pub Date Apr 71

Note—32p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aerospace Technology, *Astronomy, Earth Science, Instrumentation, *Physics, Radiation, Resource Materials

This publication is part of the "Space in the Seventies" series and reviews the National Aeronautics and Space Administration's (NASA) earth orbital scientific research programs in progress and those to be pursued in the coming decade. Research in space physics is described in Part One in these areas: interplanetary monitoring platforms, small scientific satellites, satellites in the transition region (atmosphere explorers), and cooperative programs in space science. Part Two summarizes the astronomy programs of the orbiting solar observatories, the orbiting astronomical observatories, the small astronomy satellites, the high energy astronomy observatories and the radio astronomy explorers. Content is descriptive and provides some basic technical information. Colored diagrams and photographs are utilized. (Author/PR)

ED 053 929

SE 012 009

Managing Our Environment, A Report on Ways Agricultural Research Fights Pollution.

Department of Agriculture, Washington, D.C.

Report No.—Bull-351

Pub Date Apr 71

Note—51p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (\$0.75)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Agriculture, *Environment, Environmental Influences, Management, Natural Resources, *Pollution, *Research, Technological Advancement, *Technology

A report on the ways agricultural research attempts to fight pollution is presented in this series of articles covering some of the major challenges facing scientists and regulatory officials working in agricultural research. Improved resource management is stressed with the use of advanced technologies as the avenue to solving environmental problems. Although some of the tools to help manage our environment are available and

others are being developed and tested, future research efforts should be directed toward providing new concepts and knowledge broad enough in scope to solve prospective as well as current environmental problems. To this end topics discussed in the articles suggest aspects of environmental management dealing with public safety to insure that food, water, and air will be free of harmful contaminants; recycling of food processing wastes; resource inventories utilizing present methods in conjunction with advanced techniques of remote sensing; and aesthetics. The booklet is an effort to encourage support of individuals struggling to preserve the quality of our environment. (BL)

ED 053 930

SE 012 016

Simmons, Gene

On the Moon with Apollo 15, A Guidebook to Hadley Rille and the Apennine Mountains.

National Aeronautics and Space Administration, Washington, D.C.

Pub Date Jun 71

Note—52p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (3300-0384 \$0.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aerospace Technology, Geology, Reading Materials, Resource Materials

Identifiers—*Lunar Studies, Moon

The booklet, published before the Apollo 15 mission, gives a timeline for the mission; describes and illustrates the physiography of the landing site; and describes and illustrates each lunar surface scientific experiment. Separate timelines are included for all traverses (the traverses are the Moon walks and, for Apollo 15, the Moon rides in the Rover) with descriptions of activities at each traverse stop. Each member of the crew and the backup crew is identified. Also included is a bibliography of lunar literature and glossary of terms used in lunar studies. Photographs and diagrams are utilized throughout. Content is descriptive and informative but with a minimum of technical detail. (Author/PR)

ED 053 931

SE 012 076

The Mathematical Sciences: Undergraduate Education.

National Academy of Sciences, Washington, D.C.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—Publ-1682

Pub Date Nov 68

Note—123p.

Available from—Printing and Publishing Office, National Academy of Sciences, 2101 Constitution Avenue, Washington, D.C. 20418

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*College Mathematics, College Teachers, *Departments, *Mathematical Applications, *Mathematics Education, Mathematics Teachers, *Undergraduate Study

The text contains a collection of essays to provide a background of factual information concerning the mathematical sciences in undergraduate education. It is intended for the nonmathematical scientist and the scientifically oriented layman. Contents include: (1) recommendations with regard to increasing the available faculty, strengthening the present faculties, improving the quality of undergraduate education, improving facilities and conditions of work, and problems of the underdeveloped colleges; (2) eight case histories of recent developments in mathematics education at specific institutions; (3) analyses of needs of clients of mathematics departments; (4) data on problems of staffing; and (5) special areas of concern such as problems of isolation, women in the mathematical sciences, the underdeveloped institutions, the changing background of the entering student, and promoting creativity in undergraduates. (Author/JG)

ED 053 932

SE 012 082

Mayfield, M. R.

Recruitment of Secondary School Physics Teachers—An International Viewpoint.

Pub Date Feb 71

Note—6p.; Paper presented to the American Association of Physics Teachers, New York, February, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conference Reports, *International Education, *Physics Teachers, *Secondary School Science, *Teacher Education, *Teacher Recruitment

This report of the findings of the working group on "recruitment" of the International Congress on the Education of Secondary School Physics Teachers held in Hungary in September, 1970, includes reasons for the shortage of physics teachers (low salaries, excessive class load, lack of prestige, and inadequate programs of teacher preparation), characteristics of good physics teachers, and recommendations for increasing recruitment and retention of teachers. These recommendations include overcoming the previously identified reasons for the shortage, providing apparatus, establishing contact between university professors and secondary school teachers during professional society meetings, and providing, possibly by UNESCO, information from all countries pertinent to class load, student load, salaries compared with industrial positions, presence of national teachers examinations, and recruitment methods. (AL)

ED 053 933

SE 012 092

Richhart, Lynn A.

Descriptive Lessons for Problem Learners.

New York State Education Dept., Albany. Div. of

Education for the Disadvantaged.

Pub Date [71]

Note—46p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educationally Disadvantaged, *Elementary School Mathematics, Instruction, *Lesson Plans, *Low Achievers, Mathematics, *Program Descriptions

This booklet augments earlier reports describing projects in mathematics for the educationally disadvantaged in New York State. Actual lesson preparation and classroom implementation are stressed. Projects represented include Mathematics Pilot Program, Individually Prescribed Instruction, and Plus Program. Other lessons concern cognition and learning, discovery learning, symbiotic learning and mathematics skills instruction. (Author/CT)

ED 053 934

SE 012 096

Schaum, June And Others

Consumer Education in Eighth Grade Core and Mathematics 1970. Curriculum Guide.

Palatine Community Consolidated School District 15, Ill.

Pub Date 70

Note—34p.

Available from—Community Consolidated School District 15, 505 South Quentin Road, Palatine, Illinois 60067 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Consumer Education, *Curriculum Guides, Elementary School Mathematics, *Grade 8, Instructional Materials, *Mathematical Applications, Mathematics Education, Unit Plan

This curriculum guide outlines a one-to-two week consumer education unit for eighth-grade students. It was written in response to Illinois Senate Bill 977 which required that all students in grades 8-12 be given instruction in consumer education. The lessons were developed to involve the students in stating problems, writing definitions, establishing goals, and suggesting activities. Specific objectives are given for each lesson, along with some suggested student activities. The lessons included are: understanding a definition of a consumer; individual consumer goals; banking, writing checks, and simple interest; installment purchases; budgeting; and comparison of prices and discounts. (RS)

ED 053 935

24

SE 012 105

Ferguson, Richard L. Tse-Chi, Hsu

The Application of Item Generators for Individualizing Mathematics Testing and Instruction.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-0253

Pub Date May 71

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, Educational Technology, Educational Testing, *Individualized Instruction, Instructional Media, *Mathematics Education, Programmed Materials, *Test Construction, *Testing

Described is a procedure for utilizing a computer to generate domain-referenced tests in mathematics. The procedure can be adapted for

use in testing and instructional programs in either an on-line or off-line mode. It requires specification of the objectives of interest in behavioral terms and grouping them into sets that share a common content. Addition, multiplication, and fractions are examples of possible groupings. To implement the procedure, one of the sets of objectives resulting from the grouping process is selected, and item forms representative of the behaviors implied by each objective in the set are specified. Then an item generator is developed that facilitates the construction of items representative of all item forms so identified. Given an on-line computer capability, the authors describe how it is possible to use the proposed item generator for assisting measurement and instruction in an individualized mathematics program. (Author/JG)

ED 053 936

SE 012 121

Warren, Gene, Jr., Ed.
National Conservation Education Association Conference Report (17th, Lafayette, Louisiana, August 16-20, 1970).

Pub Date Aug 70

Note—40p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Conference Reports, *Conservation Education, Curriculum Development, *Educational Development, Educational Programs, Environmental Education, *Guidelines, Outdoor Education

Proceedings of the 1970 Conservation Education Association Conference, held at the University of Southwestern Louisiana, Lafayette, Louisiana, are reported. The theme of the conference was conservation education for quality living. Summaries for each of the topics discussed form the main content of the report: Suggestions for Developing Curriculum Materials in Conservation Education; Definition - Conservation Education, Environmental Education, Outdoor Education; Integrating Conservation Education into the Curriculum; Organization and Responsibilities of State Departments of Education in Conservation Education; Conservation Education in Urban Areas; Guidelines and Functions of State Advisory Councils; The Role of Conservation Education in Adult Groups; Utilizing the Outdoor School Site; Guidelines for Pre-Service and In-Service Teacher Education in Conservation; The Role of Youth Groups in Conservation Education; The Role of Industry in Conservation Education; and Community Action Programs in Promoting Conservation Education. Also included are the program agenda, summary of the post-conference tour, and a financial report of the association. (BL)

ED 053 937

SE 012 127

Landin, Ed. And Others
Recognizing Associations-K.

Minnesota State Dept. of Education, St. Paul.

Pub Date [71]

Note—44p.; Working Copy

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Associative Learning, *Behavior Development, *Cognitive Processes, Curriculum, *Environmental Education, Instructional Materials, Kindergarten, Learning Activities, *Teaching Guides, Unit Plan

The first of thirteen units suggested for an environmental education curriculum is presented in this teacher's guide. The collection of units for grades K-12 was written in response to a mandate from the Minnesota State Legislature through a bill making provisions for developing and implementing a state-wide environmental education program. The units are experimental in nature and are not oriented as to subject matter or academic discipline. The kindergarten unit, "Recognizing Associations", strives to make children become aware of the associations between a symbol and an event in order to predict an appropriate outcome. To do this the skills of reasoning and observation are stressed, with experimentation used only to help pupils realize it is necessary to pay close attention to procedure in order to make valid predictions. The activities are designed to provide experiences in comparing and contrasting, duplicating structures, and predicting outcomes. A list of materials needed precedes each unit. Although written for a specific grade, the unit can be adapted for any level or situation. (BL)

ED 053 938

SE 012 128

Social-Physical Environment 8.

Minnesota State Dept. of Education, St. Paul.

Pub Date [71]

Note—68p.; Working Copy

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Development, *Cognitive Processes, Curriculum, *Environmental Education, Grade 8, Instructional Materials, Learning Activities, *Social Environment, *Teaching Guides, Unit Plan

The ninth of thirteen units for an environmental education curriculum is presented in this teacher's guide. The collection of units for grades K-12 was written in response to a mandate from the Minnesota State Legislature through a bill making provisions for developing and implementing a state-wide environmental education program. The units are experimental in nature and are not oriented as to subject matter or academic discipline. The eighth grade unit, Social-Physical Environment, involves students in practicing "survival" techniques for more comfortable living in the physical, tangible realm of the social environment. The unit attempts to show the pupils how to solve a "real", living problem based on the theory that often a person's inability to survive in a particular social environment is the result of not knowing how to do what he knows he must do. Activities aimed at providing real-world involvement through environmental investigation include meal planning, grocery shopping, product quality analysis, carbohydrate diet recording, determination of product packaging, experiences in business practices, and applying consumer pressure for environmental control. A list of materials needed precedes each activity. Background information includes a narration of federal legislation relating to food. (BL)

ED 053 939

SE 012 131

Situation Reports—Guadeloupe, Italy, Nigeria, and Norway.

International Planned Parenthood Federation, London (England).

Pub Date 71

Note—17p.

Available from—International Planned Parenthood Federation, 18/20 Lower Regent Street, London S.W.1, England (Free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Contraception, Demography, *Family Planning, *Foreign Countries, *Population Trends, Programs, Resource Materials, Social Welfare, *Statistical Data

Data relating to population and family planning are presented in these situation reports for four foreign countries: Guadeloupe, Italy, Nigeria, and Norway. Information is provided, where appropriate and available, under two topics, general background and family planning situation. General background covers ethnic groups, language, religion, economy, communications/education, medical/social welfare, and birth and death rates. Family planning situation considers family planning associations and personnel, government attitudes, legislation, family planning services, education/information, sex education, training opportunities for individuals, families, and medical personnel, program plans, and government programs. (BL)

ED 053 940

SE 012 132

[List of Acquisitions, Number 22, Books, Monographs, etc.; List of Acquisitions, Articles, Papers and Reprints; List of Acquisitions, Area Files, Selected Monthly Index to Periodical Literature].

North Carolina Univ., Chapel Hill. Carolina Population Center.

Pub Date Jun 71

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, Contraception, *Demography, *Family Planning, Library Acquisition, Literature, Periodicals, Population Trends, *Reference Materials, *Social Sciences

Acquisitions of the Carolina Population Center Library, University of North Carolina, Chapel Hill, North Carolina, are indexed in this bibliographic source. Topics deal with birth control and contraception, demography, family planning, health, population factors, social welfare, and related subjects. Section 1 is a list of books, monographs, general research reports, and conference proceedings, arranged by author. Section 2 is an author listing of articles, papers, and reprints recently added to the Library's reprint files. Section 3 is a "scanning sheet" or monthly index of selected articles appearing in 17 periodicals

received by the Library. Section 4 is a catalog of area files, inventorying a variety of materials specific to foreign countries. A subject index is appended to each of the last three sections. (BL)

ED 053 941

SE 012 134

Ryan, Roberta

The Northwest Environmental Education Center: From Site to Sensibility.

Northwest Environmental Education Center, Bellingham, Wash.

Pub Date 71

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Environmental Education, Financial Support, *Program Development, Program Planning, *Reports, *Resource Centers, Site Development, Teacher Education

Identifiers—Western Washington State College

Development of the Northwest Environmental Education Center (NEEC) is described in this two-part narration. Part One outlines its 13 year history, starting with the need for setting aside a 600-acre site as an educational reserve on Whidbey Island in the Puget Sound, Washington. Procedures followed and resulting problems associated with fund raising, state and private organization endowments, eventual state and federal funding, development of proposals, and interdisciplinary planning of site, facilities, and programs are recounted. Part Two enumerates the program, its evolution, and its present status. Philosophical objectives of environmental education are described together with their position in the NEEC program. Major outcomes occurring in the areas of in-service teacher training, pre-service education, learning packages focusing on environmental encounters, identification of regional sites suitable for examination of specific problems and criteria for their selection, study of the impact of man on the natural scene within a geographic area summarized from an historical perspective, and future plans for administrators, teachers, and students are delineated and program activities indicated. (BL)

ED 053 942

SE 012 137

Biggar, Ronald S., Jr. And Others

Scientific Activities of Nonprofit Institutions 1966.

National Science Foundation, Washington, D.C.

Report No.—NSF-69-16

Pub Date Mar 69

Note—88p.; Surveys of Science Resource Series Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Expenditures, Federal Aid, Manpower Utilization, *National Surveys, *Research and Development Centers, *Science Programs, *Voluntary Agencies

This report summarizes the results of the National Science Foundation's survey of scientific activities of independent nonprofit organizations in 1966. Information is included on expenditures for research, development, and scientific and technical information activities and on the employment of scientific personnel associated with these activities. Major findings include the following: (1) In January 1967, the full-time-equivalent (FTE) number of R & D scientists and engineers employed by independent nonprofit institutions totaled 24,300, compared with 5,300 in January 1954; (2) Federal expenditures for research and development contracted to nonprofit institutions reached \$540 million in 1966, nine times the \$60 million reported for 1953; and (3) In 1966, nonprofit institutions with \$1 million or more in R & D performance accounted for 83% of total nonprofit R & D expenditures, received 88% of Federal expenditures for R & D projects contracted to nonprofit institutions, and employed 80% of the FTE number of R & D scientists and engineers. Appendices include statistical tables, technical notes, and the questionnaires including the cover letter and instructions. (Author/PR)

ED 053 943

24

SE 012 149

Pfeiffer, Carl H.

Matter-Energy Interactions in Natural Systems.

Science III and IIIA.

Monona Grove High School, Monona, Wis.;

Wisconsin State Dept. of Education, Madison.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No.—BR-5-0646

Pub Date 68

Note—271p.; Due to copyright restrictions, some pages are not included

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Chemistry, *Fused Curriculum, *Instructional Materials, Integrated Curriculum, *Interdisciplinary Approach, Physics, *Science Activities, Scientific Principles, *Secondary School Science, Workbooks

The two student notebooks in this set provide the basic outline and assignments for the third year of a four year senior high school unified science program. This course is the more technical of the two third-year courses offered in the program. The first unit, Extensions of the Particle Theories, deals with slide rule review, molecular theory and the gas laws, mole concept, chemical periodicity, chemical reactions and related concepts and problems. The second unit, Energy - Time Relationships in Macrosystems, presents an analysis of vector quantities, interactions in static equilibrium systems, and interactions in dynamic systems. The third and final unit, Energy - Time Relationships in Particulate Systems, is concerned mainly with chemical energy distribution, reaction rates, and chemical equilibrium. The materials for each of the sub-units include: a list of required and recommended readings from various other books; questions for consideration in introducing a lesson; a brief background reading; a basic outline of the lectures with space provided within the outline for notes; laboratory activities and investigations; laboratory problem reports and other kinds of assignments (discussion questions, fill-ins, problems); and summary statements and review questions. Numerous diagrams and illustrations are included. (PR)

ED 053 944 SE 012 150

Spillholz, Jess And Others

Health Education Guide to Better Health 1966,

Grades 7-12.

Washington State Office of Public Instruction, Olympia.

Pub Date 66

Note—619p.; Working Copy

EDRS Price MF-\$0.65 HC-\$23.03

Descriptors—*Curriculum Guides, Fundamental Concepts, *Health Education, Instructional Materials, Learning Activities, *Resource Materials, *Secondary Grades, Teaching Guides

Prepared with the aim of strengthening health education in the Washington schools, this working copy of a curriculum guide provides resource information for teachers in grades 7-12. It is sequentially oriented with materials related to students' health needs and interests. Thirteen units of instruction are outlined: alcohol, anatomy and physiology, community health, consumer health, dental health, disease control, drug education, family health, health careers, heredity and environment, mental health, nutrition, and safety education. Individual units present an overview of the topic and a list of desired competencies. Each competency is then described in detail, appropriate concepts listed, and sample learning experiences and resources to develop the concept indicated. This information is presented for both junior high and senior high levels. A list of resources (books, pamphlets, magazine articles, and films) supplements the unit. In addition, the guide defines health instruction, indicates the place and need for health education in the school, and suggests possible use by school districts and individual teachers. A general bibliography for teachers is also included. (BL)

ED 053 945 24 SE 012 151

Pfeiffer, Carl H.

The Interaction of Man with His Environment. Science III and IIIB.

Monona Grove High School, Monona, Wis.; Wisconsin State Dept. of Education, Madison.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-0646

Pub Date 68

Note—320p.; Due to copyright restrictions, some pages are not included

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Ecology, Environment, *Environmental Education, *Fused Curriculum, *Instructional Materials, *Integrated Curriculum, *Interdisciplinary Approach, Science Activities, Secondary School Science, Workbooks

The two student notebooks in this set provide the basic course outline and assignments for the

third year of a four year senior high school unified science program. This course is the less technical of the two third-year courses offered in the program. The first of the three major units in this course, Structure and Dynamics of the Biosphere, is composed of three sub-units: the nature and scope of ecological science, the ecosystem, and man in the biosphere. The second unit, Population Structure and Dynamics, contains four sub-units: structure and organization, the functioning of populations, population genetics, and human populations. The third unit, Problems of Coexistence, contains these sub-units: problems of coexistence with the physical environment, with other organisms, and within society. The final sub-unit of the course is Science and the Evolving Society. The notebook materials for each of the sub-units include: a list of required and recommended readings from various other books; questions for consideration in introducing a lesson; a brief background reading; a basic outline of the lectures with space provided within the outline for notes; laboratory activities and investigations; laboratory problem reports and other kinds of assignments (discussion questions, fill-ins, problems); and summary statements and review questions. Numerous diagrams and illustrations are included. (PR)

ED 053 946 24 SE 012 152

Pfeiffer, Carl H.

Homeostatic Systems—Mechanisms for Survival. Science IV.

Monona Grove High School, Monona, Wis.; Wisconsin State Dept. of Education, Madison.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-0646

Pub Date 68

Note—362p.; Due to copyright restrictions, some pages are not included

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Biology, Chemistry, *Fused Curriculum, *Instructional Materials, *Integrated Curriculum, *Interdisciplinary Approach, Physics, *Science Activities, Scientific Principles, Secondary School Science

The two student notebooks in this set provide the basic outline and assignments for the fourth and last year of a senior high school unified science program which builds on the technical third year course, Science IIIA (see SE 012 149). An introductory section considers the problems of survival inherent in living systems, matter-energy interactions relating to living systems, life and the laws of thermodynamics, and homeostasis. The first unit, Matter-Energy Relationships of the Electron, focuses on interactions involving circular movement, translational movement, and movements between electric and magnetic fields. The second unit, Mechanisms for Matter-Energy Interactions in Living Organisms, considers those mechanisms associated with the capture, storage and utilization of energy and matter, transport, regulation and exchange of matter, and other functions in living organisms. The materials for each of the sub-units include: a list of required and recommended readings from various other books; questions for consideration in introducing a lesson; a brief background reading; a basic outline of the lectures with space provided within the outline for notes; laboratory activities and investigations; laboratory problem reports and other kinds of assignments (discussion questions, fill-ins, problems); and summary statements and review questions. Numerous diagrams and illustrations are included. (PR)

ED 053 947 SE 012 156

Elementary Science Curriculum, Grade 4.

Stoneham Public Schools, Mass.

Pub Date Nov 69

Note—122p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Curriculum Guides, *Elementary School Science, General Science, Grade 4, *Instruction, *Laboratory Procedures, Science Activities, Scientific Enterprise, *Teaching Guides

This is one of a set of curriculum guides for the Stoneham Elementary School Science Program (see SE 012 153 - SE 012 158). Each guide contains a chart illustrating the scope and sequence of the physical, life, and earth sciences introduced at each grade level. For each of the topics introduced at this grade level an overview of the topic, a list of concepts to be developed, motivating ideas, suggested activities to develop

each concept, a reading list, a list of supplies needed, and examples of student work sheets are provided. In most activities the teacher is expected to involve all students in experimenting and applying scientific thinking. The topics covered in the grade four guide are: molecules and changes of state, sound as energy, electricity, animal diversity and characteristics, plants as food-makers, and weather. (AL)

ED 053 948 SE 012 157

Elementary Science Curriculum, Grade 5.

Stoneham Public Schools, Mass.

Pub Date Nov 69

Note—98p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Guides, *Elementary School Science, General Science, Grade 5, *Instruction, *Laboratory Procedures, Science Activities, Scientific Enterprise, *Teaching Guides

This is one of a set of curriculum guides for the Stoneham Elementary School Science Program (see SE 012 153 - SE 012 158). Each guide contains a chart illustrating the scope and sequence of the physical, life, and earth sciences introduced at each grade level. For each of the topics introduced at this grade level an overview of the topic, a list of concepts to be developed, motivating ideas, suggested activities to develop each concept, a reading list, a list of supplies needed, and examples of student work sheets are provided. In most activities the teacher is expected to involve all students in experimenting and applying scientific thinking. The topics covered in the grade five guide are: the changing earth (erosion, volcanoes, and uplift); introductory oceanography; gravity and the laws of motion; heat; and cells, tissues, and organs. (AL)

ED 053 949 SE 012 158

Elementary Science Curriculum, Grade 6.

Stoneham Public Schools, Mass.

Pub Date Nov 69

Note—141p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Curriculum Guides, *Elementary School Science, General Science, Grade 6, *Instruction, *Laboratory Procedures, Science Activities, Scientific Enterprise, *Teaching Guides

This is one of a set of curriculum guides for the Stoneham Elementary School Science Program (see SE 012 153 - SE 012 158). Each guide contains a chart illustrating the scope and sequence of the physical, life, and earth sciences introduced at each grade level. For each of the topics introduced at this grade level an overview of the topic, a list of concepts to be developed, motivating ideas, suggested activities to develop each concept, a reading list, a list of supplies needed, and examples of student work sheets are provided. In most activities the teacher is expected to involve all students in experimenting and applying scientific thinking. The topics covered in the grade six guide are: animal behavior, heredity, motion in the universe, light, photosynthesis, and ecological interrelationships and air pollution. (AL)

ED 053 950 SE 012 160

Studies in Family Planning, Volume 2 Number 6.

Population Council, New York, N.Y.

Pub Date Jun 71

Note—16p.

Available from—The Population Council, 245 Park Avenue, New York, New York 10017 (Free)

Document Not Available from EDRS.

Descriptors—*Attitudes, Catholics, *Comparative Analysis, *Contraception, Cross Cultural Studies, Family Planning, *Priests, *Religious Differences, Statistical Data

A study of the attitudes and beliefs of ordinary parish priests regarding birth control in three countries, Colombia, the United States, and the Netherlands, is reported in this paper. It was undertaken for the purpose of filling the gap in knowledge which exists with respect to parish priests and the official Roman Catholic Church. Comparative and exploratory in nature, the study describes the sample population, questionnaire used, field procedures, response rates, and the accuracy and comparability of results. Results are evaluated in the areas of population problems, attitudes toward family planning and sex, morality of contraception, effects of contraceptive use, the encyclical "Humanae Vitae", statements of national hierarchies, pastoral views of contracep-

tion, Catholic rhythm clinics, and the role of Catholic doctors. General conclusions indicate that disagreement on Pope Paul VI's ban on contraception is not confined to laymen, liberal bishops, or intellectuals, but the ordinary parish priest as well, a key link in the chain of communication and influence that runs from Rome to the layman. While great diversity among Catholic communities in different nations is apparent, elements of change and accommodation are also evident. However, it is unlikely each country will resolve the issue in the same way or at the same pace or that future directives from Rome will be accepted as definitive. (BL)

ED 053 951 SE 012 161

Studies in Family Planning, Volume 2 Number 5.
Population Council, New York, N.Y.
Pub Date May 71

Note—19p.

Available from—The Population Council, 245 Park Avenue, New York, New York 10017 (Free)

Document Not Available from EDRS.

Descriptors—Contraception, Demography, *Family Planning, *Foreign Countries, *Program Development, Reports, Social Sciences, *Statistical Data

Identifiers—Korea, Philippines

This paper summarizes family planning activities and accomplishments during 1969 and 1970 in Morocco and Tunisia, and then sets forth 12 criteria that are utilized to evaluate the overall progress of the family planning programs in the two countries. These criteria serve to measure the readiness and prospects for the development of viable family planning programs capable of reaching and serving large numbers of women in the child bearing ages as well as some of the potential problems in development of such programs. Also included in the paper are two additional reports: Korea - The Relationship between IUD Retention and Check-up Visits and The Philippines - Family Planning Acceptors, January-June 1970. The first is concerned with the question of whether IUD retention can be improved by prompt check-up visits. The second discusses the achievements in family planning in the Philippines in 1970, the first year in which family planning was an official government policy and the first year in which there was a comprehensive system for gathering statistical reports on the various clinic systems operating. (BL)

ED 053 952 SE 012 162

Reports on Population/Family Planning, Number 8.

Population Council, New York, N.Y.

Pub Date Jul 71

Note—16p.

Available from—The Population Council, 245 Park Avenue, New York, New York 10017 (Free)

Document Not Available from EDRS.

Descriptors—*Contraception, *Family Planning, *Foreign Countries, *Human Services, *International Programs, Reports, Research, Statistical Data

This report presents a comprehensive review of empirical findings from postpartum research undertaken to date, particularly in respect to the International Postpartum Family Planning Program established by the Population Council in 1966. It is related to a forthcoming report summarizing findings in the field of family planning evaluation. The format is a list of postpartum findings, the evidence for which is briefly indicated. These have greater or lesser substantiation, but all are considered to be sufficiently supported to be included. Major findings examine the advantages of the postpartum approach, the potential for success of postpartum family planning programs, results of the international program, program experience with immediate IUD acceptance, the acceptors or women accepting contraceptive devices, continuation in the use of contraceptive devices, and the future of the International Postpartum Family Planning Program. Bibliographic references are included. (BL)

ED 053 953 SE 012 165

Hurlburt, Evelyn McClelland

An Investigation of the Effectiveness of Radiotracer Techniques for Instruction in Microbiology.

Pub Date 67

Note—243p.; Ph.D. dissertation, University of Maryland

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 68-509, M-\$3.15 X-\$11.05)

Document Not Available from EDRS.

Descriptors—*Biology, *College Science, Doctoral Theses, Educational Research, *Instruction, Junior Colleges, *Laboratory Procedures, Metabolism, Microbiology, Radioisotopes

Students in a junior college microbiology course were randomly assigned to one of two laboratory treatments: one using radiotracer techniques to investigate aspects of microbial metabolism, and the other using conventional techniques to investigate the same metabolic features. An achievement test administered at the completion of the unit and six weeks later and a laboratory skills test favored the group using radiotracers. The differences were statistically significant. There were no relationships between the effectiveness of the radiotracer technique and student intelligence, science aptitude, or previous science laboratory experience. (Author/AL)

ED 053 954 SE 012 167

Welford, John Mack

An Experimental Evaluation of the Effectiveness of the Biological Sciences Curriculum Study Special Materials Approach to Teaching Biology to the Slow Learner.

Pub Date 69

Note—142p.; Ph.D. dissertation, University of Virginia

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-8052 M-\$4.00 X-\$6.80)

Document Not Available from EDRS.

Descriptors—Achievement, *Biology, *Curriculum Evaluation, Doctoral Theses, *Secondary School Science, *Slow Learners, Student Science Interests

Identifiers—Biological Sciences Curriculum Study
Students (comparable in intelligence and ability) in slow-learning classes using either "Biological Sciences Curriculum Study (BSCS) Special Materials" or some other slow-learner biology materials, were compared on the basis of scores on the "Nelson Biology Test", the "Biological Sciences; Patterns and Processes Final Examination", and two short occupational science-related interest questionnaires. There were no significant differences between the groups on any measure used. (Author/AL)

ED 053 955 SE 012 170

Murphy, Glenn Wayne

A Study of the Relative Effectiveness of Content and Process Centered Biology Laboratories for College Freshmen.

Pub Date 67

Note—408p.; Ph.D. dissertation, University of Kentucky

Available from—University of Kentucky Library for consultation

Document Not Available from EDRS.

Descriptors—Biology, *College Science, Doctoral Theses, *Instruction, *Laboratory Procedures, *Scientific Enterprise, *Student Characteristics, Values

The relative effectiveness of "content-centered" and "process-centered" biology laboratory courses in a freshman general biology course was investigated by administering the Nelson Biology Test, Science Attitude Scale, EPS II (a problem solving test), and an Interest Inventory at the beginning and end of the one quarter course. Course examination scores were compared. Scores on scales measuring verbal and mathematical aptitude and the Study of Values were used to investigate factors related to success under either treatment. Significant differences favoring the "content-centered" group were found on lecture test composite scores and on the final examination, but these were attributed to a lecture bias rather than to the laboratory approaches being compared. Verbal and mathematical aptitude and high school standing (overall and in science) were correlated with success for "content-centered" but not "process-centered" students. High theoretical and low social and religious value scores were correlates of "process-centered" success. There were no consistent correlations with value scores for the "content-centered" group. (Author/AL)

ED 053 956 SE 012 179

Husband, David Dwight

Analysis of Certain Components of the Audio-Tutorial System of Teaching.

Pub Date 70

Note—132p.; Ph.D. dissertation, Purdue University

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-18669 M-\$4.00 X-\$6.40)

Document Not Available from EDRS.

Descriptors—*Anxiety, *Audioinstructional Methods, *Biology, *College Science, Doctoral Theses, Educational Research, Evaluation, *Instruction

In the "Integrated Quiz Session" of the audio-tutorial teaching system developed by Post-lethwait, students were verbally evaluated on the quality of a "mini-lecture" on some object studied in an earlier independent study session. Three treatments were used to assess whether the threat of an oral grade in this quiz session had an effect on the amount of learning: oral grade given to the student selected by the instructor; no oral grade, instructor selects respondent; and no oral grade, respondent volunteers. The dependent variables were scores on the objective quiz following each quiz session and the final examination score. In none of the two way analyses of variance, performed after subgrouping students according to sex, ability level, anxiety level, and day on which the quiz was scheduled, were significant differences in achievement found. (Author/AL)

ED 053 957 SE 012 182

Bredemeier, Nancy Ida Nudd

Initial Phases of the Development and Validation of a Hierarchy for Hypothesis Formation and Testing.

Pub Date 70

Note—191p.; Ph.D. dissertation, Purdue University

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-18603 M-\$4.00 X-\$8.80)

Document Not Available from EDRS.

Descriptors—*College Science, Doctoral Theses, Hypothesis Testing, *Instruction, *Learning Theories, *Problem Solving

The construction and validation of a learning hierarchy designed to assist instruction in the skills of science hypothesis formation and testing are described. Results of the validation using prospective elementary teachers are described, and the revised hierarchy is presented. Revalidation results for a different group of teacher trainees are reported, and measures used to control pre-test effects during the validation procedures explained. Explanations for the lack of improvement in the skills following an eight-hour instructional sequence are given. (Author/AL)

ED 053 958 SE 012 185

Weinhold, John Donald

An Attempt to Measure the Scientific Attitudes of Elementary School Teachers.

Pub Date 70

Note—164p.; Ph.D. dissertation, Ball State University

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-18074 M-\$4.00 X-\$7.60)

Document Not Available from EDRS.

Descriptors—*Attitudes, Doctoral Theses, *Elementary School Teachers, *Scientific Attitudes, *Teacher Attitudes, *Test Construction

The development, refinement, and validation of a test, "The Scientific Attitude Inventory," to be used to assess the scientific attitudes of elementary school teachers is described. The final 70 item instrument was administered to a population of 224 elementary teachers in graduate study at the masters level in one institution. A series of subtests, each with a reliability of at least 0.70 was identified. (Author/AL)

ED 053 959 SE 012 186

Wixson, Eldwin Atwell, Jr.

The Effects of a Mathematical Approach to Teaching Two Topics in High School Biology on Student Achievement and Attitudes.

Pub Date 69

Note—197p.; Ph.D. dissertation, University of Michigan

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-14684 M-\$4.00 X-\$9.00)

Document Not Available from EDRS.

Descriptors—Achievement, Attitudes, *Biology, Doctoral Theses, Evaluation, *Instruction, *Mathematics, Secondary School Science, *Transfer of Training

Mathematical approaches to teaching cell structure and physiology and the probability aspects of genetics were used in each of two types of biology courses: one using the Biological Sciences Curriculum Study (BSCS) Yellow version and the other using Otto and Towle's "Modern Biology." Tests of lateral and vertical mathematics transfer, biology achievement, and attitudes toward the place of mathematics in society were administered to the experimental group and to a comparable group using the "standard" technique for each program. In the cell topic, the mathematical treatment enhanced lateral transfer, particularly in the BSCS setting, and increased the scores on the topic achievement test for the BSCS students. In the genetics topic, the mathematical treatment had vertical value when used with the BSCS version, where it also increased topic achievement; but the procedure decreased the topic scores of the Modern Biology group. The variation in approach had no effect on attitudes toward the place of mathematics in society. (Author/AL)

ED 053 960 SE 012 187

Ballard, Ruie Dale

An Analysis of the Nature of and Changes in College Students' Reactions to Biology and Biologists from 1955 to 1968.

Pub Date 70

Note—134p.; Ph.D. dissertation, University of Texas at Austin

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-18201 M-\$4.00 X-\$6.40)

Document Not Available from EDRS.

Descriptors—*Attitudes, *Biology, *College Science, Questionnaires, Sciences, Scientists, *Secondary School Science, *Student Characteristics

Identifiers—Biological Sciences Curriculum Study
A questionnaire assessing beginning college biology students' reactions to the beliefs and attitudes of biologists, beliefs concerning certain biological theories, interests in particular areas of biology, understanding of certain biological areas, and understanding of the complexity of biology was administered in 1968 and the responses compared with those found in a similar survey taken in 1955. Differences between 1968 students with and without a Biological Sciences Curriculum Study (BSCS) background in high school were also assessed. Although attitudes improved in each of the categories in the 13 years, the changes in responses to questions concerning biological theories were most pronounced: the 1968 group indicated they found theories concerning evolution and mechanisms of life more acceptable than did the 1955 group. Within the 1968 group, the only differences related to background concerned students' interests in particular areas of biology: BSCS students "wondered" less than did non-BSCS students. (Author/AL)

ED 053 961 SE 012 196

Carter, Heather Lilian

A Study of the Ability of Primary School Children to Generalize Behavioral Competencies Acquired in Science to Other Content Settings.

Pub Date 69

Note—216p.; Ph.D. dissertation, University of Maryland

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-15480 M-\$4.00 S-\$9.90)

Document Not Available from EDRS.

Descriptors—*Cognitive Processes, Doctoral Theses, *Elementary School Science, Fine Arts, Language Arts, *Learning Processes, *Skills, Social Studies, *Transfer of Training
Identifiers—Cognitive Style, Science A Process Approach

Students in grades 1-4 who had used the "Science-A Process Approach" were tested by individually administering the tasks of the "Science Process Instrument." Tasks to assess the level of the same skills in social studies, fine arts, and language arts were then administered. Data analysis showed that there was a similar ordering among students with respect to science and other subject areas, and that students had similar levels of competency in each of the skills in each of the subject-matter areas. A significant correlation was found between a student's ability to generalize the skills and his flexibility of closure (a cognitive style measured by Karp's "Children's Embedded Figures Test"). (Author/AL)

ED 053 962 SE 012 197

Castleberry, Samuel Joseph

The Development and Evaluation of Computer Assisted Instruction Programs on Selected Topics in Introductory College Chemistry.

Pub Date 70

Note—1310p.; Ph.D. dissertation, University of Texas at Austin

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-18214 M-\$16.50 X-\$58.95)

Document Not Available from EDRS.

Descriptors—Achievement, *Chemistry, *College Science, *Computer Assisted Instruction, Doctoral Theses, *Instruction, Laboratory Procedures, Simulation

Eleven tutorial-drill and four experiment-simulation computer assisted instruction (CAI) modules were designed and programmed for use on an IBM 1500 system. The modules were designed as supplementary study aids for an introductory chemistry course and were intended to assist students' achievement of specified behavioral objectives. After trial testing and revision, the modules were evaluated by comparing groups having access to the programs and a control group on the basis of attainment of the behavioral objectives and performance on the final examination. Data showed that the CAI programs aided the acquisition of the behavioral objectives and had a significant effect on the final examination score. Some confounding factors of test reliability and validity limit generalization of the data. (Author/AL)

ED 053 963 SE 012 198

Chanin, Lynne Sheppard

An Investigation of the Relative Effectiveness of Two Scheduling Patterns of an Introductory College Biology Course.

Pub Date 69

Note—119p.; Ph.D. dissertation, New York University

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-15956 M-\$4.00 X-\$6.00)

Document Not Available from EDRS.

Descriptors—Achievement, *Biology, *College Science, Critical Thinking, Doctoral Theses, Educational Research, *Instruction, *Laboratory Procedures, *Scheduling

Students in an introductory biology course had laboratory sessions in one of two patterns: as one three-hour session per week, or as two one-and-one-half hour sessions, one after each lecture. Each of the twelve instructors involved taught one section using each pattern. The Nelson Biology Test, the Watson-Glaser Critical Thinking Appraisal, and a content examination were administered at the beginning and end of the semester. The group with the two laboratory sessions per week was significantly better at applying biological knowledge in problem solving, but there were no significant differences between the groups with respect to critical thinking ability and attainment of biological knowledge. There was a significant teacher effect and an interaction between teacher and scheduling pattern in terms of biological knowledge attainment, but not in the other variables. (Author/AL)

ED 053 964 SE 012 200

Fulton, Harry Francis

An Analysis of Student Outcomes Utilizing Two Approaches to Teaching BSCS Biology.

Pub Date 70

Note—149p.; Ph.D. dissertation, University of Iowa

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-15600 M-\$4.00 X-\$7.00)

Document Not Available from EDRS.

Descriptors—Achievement, Attitudes, Biology, *Critical Thinking, Doctoral Theses, *Individualized Instruction, *Instruction, *Scientific Enterprise, *Secondary School Science

Identifiers—Biological Sciences Curriculum Study
Eight grade students using the Biological Sciences Curriculum Study (BSCS) Blue Version materials in a typical classroom setting with large group instruction were compared with students in an "individualized" class who were allowed to work through similar materials at their own rates. Both classes were initially comparable with respect to their scores on the "Iowa Test of Basic Skills". Students in the individualized class performed significantly better on the "BSCS Com-

prehensive Final Examination", the "Test On Understanding Science", the "Facts About Science" test, the "Watson-Glaser Critical Thinking Appraisal"; had a better attitude toward science (Prouse Subject Preference Survey); and rated the teacher significantly higher on the "Performance Scale for High School Biology Teachers" than did students in the large groups approach. There were no significant differences on the "BSCS Achievement Tests" and the "Nelson Biology Test". (Author/AL)

ED 053 965 24 SE 012 213

Kane, Robert B. And Others

Analyzing Learning Hierarchies Relative to Transfer Relationships Within Arithmetic. Final Report.

Purdue Research Foundation, Lafayette, Ind.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-E-128

Pub Date Jul 71

Grant—OEG-5-70-0020(509)

Note—118p.

EDRS Price MF-\$0.65 HC-\$6.50

Descriptors—Achievement, Addition, *Elementary School Students, *Learning Theories, *Mathematics Instruction, Programmed Materials, Rational Numbers, *Retention Studies, *Sequential Learning, Transfer of Training

The purpose of this study was to develop and evaluate procedures for validating a learning hierarchy from test data. An initial hierarchy for the computational skills of adding rational numbers with like denominators was constructed using Gagne's task analysis. A test designed to assess mastery at each of the 11 levels in this hierarchy was administered to a large sample of elementary school children. The pass-fail relationships from this test data were analyzed with seven learning hierarchy validation procedures, and seven hierarchical orderings of the 11 subtasks were determined. Fourth grade subjects, randomly assigned to seven treatment groups determined by the seven hierarchical orderings, worked 30 minutes a day on programmed materials until they were completed. Achievement tests measured acquisition of the terminal task. On the following day a transfer test on subtraction of rational numbers was administered. Two weeks later an alternate form of the achievement test was administered as a retention test. Results of the study indicate that sequence seems to have little effect upon immediate achievement and transfer. However, longer term retention seems quite susceptible to sequence manipulation. In general, the authors report that optimal instructional sequences can be devised using learning hierarchies validated from test data. (Author/JG)

ED 053 966 24 SE 012 222

Rockhill, Theron D.

The Development of an Individualized Instructional Program in Beginning College Mathematics Utilizing Computer Based Resource Units. Final Report.

State Univ. of New York, Brockport. Coll. at Brockport.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-0-B-110

Pub Date Jun 71

Grant—OEG-2-700045(509)

Note—79p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Calculus, *College Mathematics, *Computer Assisted Instruction, Individual Instruction, *Individualized Instruction, Individualized Programs, *Mathematics Instruction, *Programmed Materials, Set Theory, Trigonometry

Reported is an attempt to develop and evaluate an individualized instructional program in pre-calculus college mathematics. Four computer based resource units were developed in the areas of set theory, relations and function, algebra, trigonometry, and analytic geometry. Objectives were determined by experienced calculus teachers, and multiple-choice questions were written for each objective. Programmed instructional materials were selected for use by the students. Computer programs were written for each unit which diagnosed student difficulties and provided printed outputs of instructional materials for each objective not satisfied by the student. One of two college pre-calculus classes used the resource units while the other class acted as a

control group. No significant differences in achievement were found. A general computer program was written and is reported which allows an instructor to input objectives, criteria for satisfying objectives and instructional materials for each objective. Appendixes are the objectives, pretests, sample output, and program listings for each of the four units. (Author/JG)

ED 053 967 SE 012 225
Mathematics Curriculum Guide for Grades 6, 7, 8.
 Joliet Public Schools, Ill. School District 86.
 Pub Date 71
 Note—69p.

EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—Algebra, *Curriculum, *Curriculum Guides, *Elementary School Mathematics, Geometry, Junior High Schools, *Mathematics, *Middle Schools, Number Concepts, Teaching Guides

This curriculum guide outlines the mathematical content which would be presented in grades 6, 7, and 8 - the new middle school organization. It is the result of a study made by a committee of principals and teachers of the needs and characteristics of adolescents. The following are included for each of the content areas: (1) topics which may be studied, (2) skills, (3) concepts, (4) application, (5) suggestions for implementation, and (6) helpful material and references. The mathematical content is contained within the conventional junior high school curriculum: number concepts, sets, algebra, geometry, statistics and probability, and numerical trigonometry. Also included are the objectives and philosophy of the school system. (RS)

ED 053 968 SE 012 227
Simon, Eugene M.
Science Policy Reviews, Volume 4 Number 2.
 Battelle Memorial Inst., Columbus, Ohio.
 Pub Date 71
 Note—119p.

EDRS Price MF-\$0.65 HC-\$6.58
 Descriptors—*Annotated Bibliographies, Communism, *Environment, Foreign Countries, *Policy, Pollution, *Sciences, *Technology

In addition to annotated bibliographic references to 489 current United States and foreign publications on science (including technology and engineering) policy, three articles are included in this issue of this quarterly publication (see SE 011 182 for abstract of earlier issue). The first article argues that technological research and development need to increase to "cure today's ills and to safeguard the future of mankind." The second reprints, with commentary by an authority on Soviet politics in science and technology, a translated summary of recommendations on science policy made by the Hungarian Communist Party in 1969. The last is a report of a wide ranging informal interview with the Presidential science adviser concerning many aspects of federal science policy. (Author/AL)

ED 053 969 SE 012 231
Krockover, Gerald Howard

A Comparison of Learning Outcomes in CBA Chemistry when Group and Individualized Instruction Techniques are Employed.

Pub Date 70
 Note—146p.; Ph.D. dissertation, University of Iowa

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-15614 M-\$4.00 X-\$7.00)

Document Not Available from EDRS.

Descriptors—Achievement, Attitudes, *Chemistry, Critical Thinking, Doctoral Theses, *Individualized Instruction, *Instruction, Scientific Enterprise, *Secondary School Science

Identifiers—Chemical Bond Approach
 Grade 10 students using the Chemical Bond Approach (CBA) materials in a typical classroom setting with large group instruction were compared with students in an "individualized" class using a laboratory-centered, self-paced approach. Both groups were initially comparable with respect to grade nine scores on the "Iowa Test of Educational Development". Students in the individualized class rated their teacher significantly higher than students in the larger group, and stated that their ability to organize their work increased. The scores of the two groups of students were not significantly different on the following tests: "American Chemical Society Cooperative Examination-General Chemistry", "Test on Un-

derstanding Science, Watson-Glaser Critical Thinking Appraisal", the "Prouse Subject Preference", six CBA achievement tests, and the final examination. (Author/AL)

ED 053 970 SE 012 232
Labinowicz, Edward Peter
A Study in Summative Evaluation of Elementary School Science Curricula.

Pub Date 70
 Note—145p.; Ph.D. dissertation, Florida State University
 Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-16333 M-\$4.00 X-\$6.80)

Document Not Available from EDRS.

Descriptors—Criterion Referenced Tests, Curriculum, Doctoral Theses, *Elementary School Mathematics, *Elementary School Science, *Evaluation, *Summative Evaluation, *Test Construction

Identifiers—Elementary Science Study

An instrument, combining the advantages of Piaget's individual concept assessment and criterion-referenced testing, was developed to test area conservation, area measurement and area subdivision of primary grade children. This Test of Intuitive Area Concepts was included with the Primary Mental Abilities spatial relations subtest and the Minnesota Paper Formboard Test in a battery to evaluate Tangrams, a unit developed by the Elementary Science Study, without specific objectives being stated. Students from a second grade class were randomly assigned to either the Tangrams group or control group, and both groups were given the battery as a pre- and post-test, and as a three month post-test. No attainable outcomes of the Tangrams unit could be identified in the short- or longer-term post-test results from this battery. (Author/AL)

ED 053 971 SE 012 233
Long, George Robert

A Study on the Preparation of an Audio-Tutorial Minicourse.

Pub Date 70
 Note—108p.; Ph.D. dissertation, Purdue University

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-18687 M-\$4.00 X-\$6.00)

Document Not Available from EDRS.

Descriptors—Audioinstructional Aids, *Biology, *College Science, *Curriculum Development, Doctoral Theses, *Instruction, Programmed Instruction, Science Units, *Student Characteristics

Two alternate subject-matter units were presented by printed text, printed text with supplementary programmed items, printed text with supplementary laboratory manipulations and observations, taped audio program with supplementary programmed items, or taped audio-tutorial program with supplementary laboratory manipulations and observations during the development of a "minicourse" on Physical Phenomena of Cells. The content mastery scores attained were analyzed in a 2 x 5 x 2 analysis of variance, with student ability level as the third variable. Since there was no significant interaction between ability, instructional method, and subject-matter unit, and no significant main effect of instructional method, the final version of the minicourse was designed to contain alternative instructional procedures to allow for individual student preferences. (Author/AL)

ED 053 972 SE 012 237
Norman, John Thomas

An Investigation of the Suitability of Various Types of Biology Laboratory Designs for Certain Instructional Practices.

Pub Date 69
 Note—148p.; Ph.D. dissertation, Michigan State University

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-15097 M-\$4.00 X-\$7.00)

Document Not Available from EDRS.

Descriptors—*Biology, *Classroom Design, Design Preferences, Doctoral Theses, Instruction, *Laboratories, Opinions, *Science Facilities, *Secondary School Science, Surveys

A survey asking teachers to rate the suitability of their laboratory for instruction in independent study, small group instruction, and large group instruction modes was sent to random samples of

Michigan Class B and C high schools identified from a preliminary study as having biology laboratories with either a split lecture-laboratory design, a perimeter tables design, a central-fixed or a central-movable tables design. A repeated measures covariance design, with reactivity of laboratory construction as the covariate, indicated that the split design was perceived as more effective for each instructional mode than were the other three designs. The most frequent recommendations for increasing the effectiveness of the designs included more functional tables, ventilation systems, student stations, and room darkening facilities; more space for group and individual activities; more service outlets; and increased storage space. (Author/AL)

ED 053 973 SE 012 238
Osborn, Clifton Earl

A Study of the Qualifications of Mississippi High School Biology Teachers and the Relationship of Student Achievement in Biology to the Subject Matter Preparation of the Biology Teacher.

Pub Date 70
 Note—144p.; Ph.D. dissertation, University of Mississippi

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-16403 M-\$4.00 X-\$6.80)

Document Not Available from EDRS.

Descriptors—*Achievement, *Biology, Doctoral Theses, Science Education, *Secondary School Science, State Surveys, *Teacher Qualifications

Identifiers—Mississippi
 An analysis of the records of the Mississippi State Department of Education for 1969 showed that of the 604 biology teachers, 67% held secondary teacher certificates, 66.7% held biology endorsements, 20.7% had master's degrees, and only 1.2% were without a bachelor's degree. The average biology teacher taught 2.2 sections of biology, taught in 2.9 different subject areas, had taught for 8.3 years, and had 25.2 semester hours in biology and 15.2 hours in chemistry. The relationships between teacher qualifications and student achievement was assessed by administering the Nelson Biology Test to 144 students selected by stratified random sampling from nine high schools. A statistically significant relationship was found between student biology achievement and the teacher's chemistry preparation. The relationship between student biology achievement and teacher's biology preparation, although positive, was not statistically significant. The most effective teachers in terms of student achievement had at least 12 hours course work in biology and a substantial amount in chemistry. (Author/AL)

ED 053 974 SE 012 240
Thornston, William Terrance

The Comparative Effectiveness of Programmed Instruction, Educational Television, and Traditional Teaching of a Unit on Human Biology in Selected Elementary Schools.

Pub Date 70
 Note—149p.; Ph.D. dissertation, University of Mississippi

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-16407 M-\$4.00 X-\$7.00)

Document Not Available from EDRS.

Descriptors—*Biology, Doctoral Theses, Educational Research, *Educational Television, *Elementary School Science, *Instruction, *Programmed Instruction

Identifiers—Human Biology

A 35-item multiple choice test was used before and after instruction of 452 grade six students in a unit introducing human biology. The material was taught by six linear programmed lessons, six 20-minute television lessons, by traditional classroom methods, or combinations of these. Traditional classroom teaching produced significantly higher student achievement than educational television or programmed instruction used alone or in combination, and no significant difference in achievement when compared to a combination of all three methods. Educational television and programmed instruction used alone or in combination produced no greater achievement than no science instruction. (Author/AL)

ED 053 975 SE 012 243
Willingham, David Coy

A Study of the Relationship of Selected Student and Teacher Characteristics to the Effectiveness of Instruction in the Biological Sciences as Perceived by Junior College Students.

Pub Date 70

Note—123p.; Ph.D. dissertation, University of Texas at Austin

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-18313 M-\$4.00 X-\$6.00)

Document Not Available from EDRS.

Descriptors—*Biology, *College Science, Doctoral Theses, Junior Colleges, *Student Characteristics, *Teacher Characteristics, *Teacher Rating

This study investigated the relationships between student ratings of junior college biology teacher effectiveness (measured by the Purdue Rating Scale for Instruction) and teacher and student characteristics elicited by questionnaires administered to the 29 participating teachers and over 1000 students. Teachers were rated higher, overall or on selected factors, by students over 21, who were potential teachers, had completed a second high school biology course, or were science majors. Teachers who had high school teaching experience, approved (rather than highly approved) the student admission policy, preferred teaching in a senior college or university, or who taught a course similar to student's expectations were rated higher overall. Other relationships occurred for the students' rating of the suitability of the laboratory facilities and assigned textbook. (Author/AL)

ED 053 976

SE 012 244

Woodruff, Bobby J.

The Assessment of Certain Concepts Held by Selected Children Using Individual Interviews and the Copes Test of Science Concepts: A Comparison of the Results and a Contribution Toward Improving the Test.

Pub Date 69

Note—245p.; Ph.D. dissertation, New York University

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-15990 M-\$4.00 X-\$11.05)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, *Elementary School Science, *Evaluation, *Interviews, *Science Course Improvement Project, *Scientific Concepts, *Test Construction Identifiers—Test of Science Concepts

The Conceptually Oriented Program in Elementary Science (COPES) Test of Science Concepts was administered to all children in a grade four and a grade six class after completion of a unit from the COPES materials. A semi-standardized interview schedule was used to interview selected pupils. Tapes of these interviews were rated independently by three judges with respect to 31 items assessing the child's concept adequacy. The judges' ratings were compared with the written responses to the COPES test and the limitations of the test identified. The accuracy of the COPES test appears to be limited by: non-science vocabulary; test format; procedural tasks; sentence length and complexity; words creating misleading mental sets; questions contradictory to response to a previous question; and inclusion of designated best choice statements which, by some children's interpretations, are fully consistent with their adequate concepts. (Author/AL)

ED 053 977

SE 012 300

Chin, Long Fay

A Survey of Science Teaching in the Public Secondary Schools of the Great Lakes and Far West Regions of the United States in the 1970-71 School Year.

Pub Date 71

Note—396p.; Ph.D. dissertation, Ohio State University

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Curriculum, Doctoral Theses, Equipment, Federal Programs, *Instructional Programs, *School Organization, *Secondary School Science, *Teacher Characteristics

This is the first part of a national study on science instruction in secondary schools of the United States. Questionnaires (copies appended) sent to the principal and to a randomly selected science teacher in 2,019 public secondary schools, selected by multi-stage random samples of Great Lakes and Far West region schools, provided information about practices, procedures, policies and conditions concerning science education. Data received by July 1, 1971, (approximately 45 percent response) were analyzed. The results include data on science curriculum improvement project adoption, utilization of federal

funds, environmental education programs, science teacher qualifications, teacher attendance at summer and other institutes, teaching methods, availability of audio-visual and science equipment and supplies, and teacher satisfaction. Contingency tables show significant relationships of school enrollment with school organization, utilization of federal funds, use of science consultants, sponsorship of science clubs, type of science course, available equipment, and teacher characteristics and satisfaction. (Author/AL)

ED 953 978

SE 012 301

Lindquist, Clarence B.

Mathematics in Colleges and Universities. A Comprehensive Survey of Graduate and Undergraduate Programs. Final Report

Office of Education (DHEW), Washington, D.C.

Pub Date 65

Note—116p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (\$0.60)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Bachelors Degrees, *College Mathematics, College Programs, *Curriculum, *Degree Requirements, Doctoral Programs, Enrollment, Masters Degrees, *Mathematics Education, *Surveys

Presented is a comprehensive survey of graduate and undergraduate programs in mathematics in effect during Winter and Spring of 1961. Questionnaires were mailed to 1,069 institutions which awarded degrees in mathematics or offered substantial programs in mathematics. Junior colleges and such specialized schools as Bible College and seminaries, schools of art or music, law schools, and schools of business were not included. Data for the statistical analysis were taken from the 877 questionnaires which were returned. Information is reported on curricula, degrees, course offerings, enrollments, credit requirements, examination requirements, special features, innovations, and trends. The appendices provide specific information about graduate programs at individual institutions which were available in 1961. (RS)

ED 053 979

SE 012 302

Trohanis, Pascal L.

How to Present Audible Multi-Imagery in Environmental Ecological Education.

National Science Teachers Association, Washington, D.C.

Pub Date 71

Note—8p.

Available from—National Science Teachers Association, 1201 Sixteenth Street, N.W., Washington, D.C., 20036 (\$0.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Audio Equipment, *Audiovisual Aids, Curriculum Enrichment, *Environmental Education, *Instructional Materials, *Instructional Technology, Multimedia Instruction, *Multisensory Learning, Projection Equipment

Described in this instructional aid pamphlet is the use of an instructional technology approach known as audible Multi-Imagery (AMI) to achieve some of the broad goals of environmental education. AMI refers to the integral development and display of two or more simultaneously projected visual images either with or in combination with 2 x 2-inch slides, motion film, and/or overhead transparencies. Coupled with the imagery component is the corresponding sound or audio track, which is usually prepared on audiotape and is played concurrently with the pictorial material. While many media combinations are possible for the development of this type of learning endeavor, discussion is limited to the creation of an environmental three-screen slide and sound presentation. Theoretical and procedural concerns of the technique are characterized under the following topics: (1) a brief description of functional capabilities, (2) a short account of the four structural elements that complement functions, and (3) an explanation of how to plan, produce, and present an AMI program, with each phase offering 10-12 suggestions. A bibliography is also supplied. (BL)

ED 053 980

SE 012 304

Travers, Kenneth J. And Others

Teaching Resources for Low-Achieving Mathematics Classes.

ERIC Information Analysis Center for Science Education, Columbus, Ohio.

Pub Date Jul 71

Note—66p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, Elementary School Mathematics, Laboratory Techniques, Low Ability Students, *Low Achievers, *Mathematics Education, *Resource Materials, Secondary School Mathematics, Student Characteristics, *Teaching Techniques

This paper reviews teaching approaches and general resource materials for low achievers in both elementary and secondary mathematics classes. A survey of reported characteristics of low achievers is divided into two classes: (1) social and emotional problems, and (2) learning difficulties. Characteristics related to class 1 problems include: high rate of absence, goals for the immediate future only, low motivation, antisocial behavior, short interest span, and inability to see the practical use of mathematics. Characteristics related to class 2 problems include: a record of failure in mathematics, a fear of the subject, achievement scores at least two years below grade level, reading difficulties, inability to follow directions, tendency to leap to conclusions, and inability to generalize. Teaching approaches which have been reported as being successful include the use of computational aids, manipulative devices, and laboratory techniques. Also reported was the development of individualized short-term curriculum units, emphasizing success and immediate reward. The two bibliographies included are: (1) a bibliography of general resource material, and (2) an annotated bibliography of articles which have appeared in "The Arithmetic Teacher" and "The Mathematics Teacher" which suggest lessons for low achievers. (RS)

ED 053 981

24

SE 012 308

Pfeiffer, Carl H.

Matter-Energy, and the Process of Change. Science I and IA.

Monona Grove High School, Monona, Wis.; Wisconsin State Dept. of Education, Madison.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-0646

Pub Date 68

Note—355p.; Due to copyright restrictions, some pages are not included

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Fused Curriculum, *Instructional Materials, *Integrated Curriculum, Interdisciplinary Approach, *Physical Sciences, *Science Activities, Scientific Principles, Secondary School Science, Workbooks

The two student notebooks in this set provide the basic course outline and assignments for the first year of a four year senior high school unified science program. The first volume consists of these three units: The Universe and Man; Man's Attempt to Understand and Relate to the Process of Change; and Man's Ideas About the Structure of Matter. Included in the second volume are these units: The Role of Energy and Time in the Process of Change, Interactions Resulting in Physical Change, and Interactions Resulting in Chemical Change. The materials for each of the sub-units found in the notebook include: a list of required and recommended readings from various other books; questions for consideration in introducing a lesson; a brief background reading; a basic outline of the lectures with space provided within the outline for notes; laboratory activities and investigations; laboratory problem reports and other kinds of assignments (discussion questions, completion questions, problems); and summary statements and review questions. Numerous diagrams and illustrations are included. (PR)

ED 053 982

24

SE 012 309

Pfeiffer, Carl H.

Matter-Energy Interactions Relating to Life on Earth. Science II and IIA.

Monona Grove High School, Monona, Wis.; Wisconsin State Dept. of Education, Madison.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-0646

Pub Date 68

Note—481p.; Page 2 is missing

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—Biology, Chemistry, *Fused Curriculum, *Instructional Materials, Integrated Curriculum, Interdisciplinary Approach, *Science Activities, *Secondary School Science, *Workbooks

The two student notebooks in this set provide the basic course outline and assignments for the second year of a four year senior high school unified science program. The two volumes contain these four units: Expansion of Ideas About the Nature of Matter, Characteristics of Living Matter, Mechanisms of Life Processes, and Patterns of Change. The major portion of the first unit is devoted to basic chemistry; and the unit on patterns of change involves lessons and activities in heredity, population dynamics, and evolution. The materials in the notebook for each of the sub-units include: a list of required and recommended readings from various other books; questions for consideration in introducing a lesson; a brief background reading; a basic outline of the lectures with space provided within the outline for notes; laboratory activities and investigations; laboratory problem reports and other kinds of assignments (discussion questions, completion questions, problems); and summary statements and review questions. Numerous diagrams and illustrations are included. (PR)

ED 053 983 24 SE 012 311

Schwartz, Lita L. And Others
The Diagnosis and Remediation of Mathematical Skills for Prospective Elementary School Teachers. Final Report.

Pennsylvania State Univ., University Park.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No—BR-0-B-058

Pub Date 31 Jul 71

Grant—OEG-70031(509)

Note—56p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Algorithms, *Educational Diagnosis, *Elementary School Teachers, *Mathematics Education, *Remedial Instruction, *Teacher Education

Investigated was the development of a diagnostic and individualized remedial program for prospective elementary teachers in the area of mathematical skills. Subjects were 120 students in the pre-methods course on number systems during the Winter and Spring 1971 terms at the Oquontz Campus, Pennsylvania State University. All subjects were given a series of tests prior to beginning the course, and were retested with the same tests at the end of the course. Students scoring below criterion on the pre-test diagnostic test were randomly assigned to an experimental group for remedial treatment or to a control group. Post-testing revealed an increase in diagnostic scores, some improvement in self-evaluation, and an improvement in attitude scores. However, no significant differences in test score gains were found between the experimental and the control groups. Because students in the experimental group attended the remedial clinic in very irregular patterns, the investigator concludes that test gains were not related to the experimental treatment. It was found possible to diagnose arithmetic deficiencies and to prescribe appropriate remedial treatment, although carrying through the remediation program posed several problems. Appended are facsimiles of test materials utilized. (JG)

ED 053 984 SE 012 312

Maki, Eino E.

The Development of Contemporary Mathematics by Closed Circuit Television. Final Report.

Wisconsin State Universities Consortium of Research Development, Stevens Point.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2728-30

Pub Date Jul 69

Grant—OEG-3-6-062728-2129

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Closed Circuit Television, College Freshmen, *College Mathematics, *Curriculum, *Instruction, *Instructional Media

Reported is the development of a mathematics course for college freshmen of lower mathematics capabilities. Materials were geared toward multimedia presentation—classroom teacher in conjunction with video-lessons. A pilot study involved a group using new materials plus teacher with video-lessons, and a second group using new materials plus teacher without video-lessons. Data were obtained from staff and students via questionnaires and exposition of opinions. Findings indicate: students like the materials,

study with more or the same interest as previously, tend to improve gradewise, and tend to like studying by T.V. less than by traditional means. Suggestions for future extensions of the reported study are discussed. (JG)

ED 053 985 SE 012 313

Calentine, Robert L.

A Comparative Study of Two Laboratory Teaching Methods. Final Report.

Wisconsin State Universities Consortium of Research Development, Stevens Point.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2728-5

Pub Date Dec 69

Grant—OEG-3-6-062728-2129

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiovisual Aids, Biology, *College Science, Educational Research, *Instruction, *Laboratory Procedures, Microscopes, Teaching Techniques, Transparencies

A group of introductory college biology students using microscopic slides was compared to another group viewing photographic transparencies in addition to the microscopic slides. Students taught without the supplementary aids performed significantly better on examination questions dealing with the laboratory portion of the course. This unexpected result may have been caused by insufficient time available for students using transparencies to study all available materials, and a tendency for them to reduce the time spent on the actual microscopic slide items. (Author/CP)

ED 053 986 SE 012 314

Olson, Alton T.

High School Plane Geometry Through Transformations: An Exploratory Study. Final Report.

Wisconsin State Universities Consortium of Research Development, Stevens Point.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2728-33

Pub Date Oct 69

Grant—OEG-3-6-062728-2129

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Geometry, Grade 10, *Instruction, *Research Design, *Secondary School Mathematics, Teaching Procedures, *Transformations (Mathematics)

The plans for a field test of teaching tenth grade plane geometry through transformations is described. Text and homework materials have been written, and teachers have been trained. Eight intact classes are now being taught utilizing the materials. Data to be collected will include: (1) teacher descriptions of the course via questionnaire; (2) teacher assessment of course appeal to students and rate and level of comprehension on the part of the students, (3) student self-assessments as to comprehension and interest in the materials and (4) achievement test scores. The students will be classified by sex and I.Q. and data will be analyzed using a two-way analysis of variance with null hypothesis that the eight group means are not significantly different. A complete list of definitions, axioms, postulates, and theorems used in the materials is included. (JG)

ED 053 987 SE 012 315

Stekel, Frank D.

Development of a More Flexible Physical Science Laboratory Program for Non-Science Majors with Superior High School Science Backgrounds. Final Report.

Wisconsin State Universities Consortium of Research Development, Stevens Point.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2728-41

Pub Date Jun 69

Grant—OEG-3-6-062728-2129

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, *College Science, Critical Thinking, Educational Research, General Education, *Instruction, *Laboratory Procedures, *Physical Sciences, Student Characteristics

The effects of two different approaches for teaching the physical science laboratory for non-science majors were compared. The control group had a traditional laboratory with assigned,

structured laboratory exercises; the experimental group was subjected to a situation where there was more student involvement in choice of experiment, experimental design and analysis. There were no significant differences identified between the control and experimental groups in "critical thinking ability," understanding of science processes or attitude toward science. Significant improvement in critical thinking ability, as measured by equivalent scores on the Watson-Glaser Critical Thinking Test, was observed for both groups. (Author/TS)

ED 053 988 SE 012 323

Pepe, Thomas F., Comp.

Environmental Education, A Bibliography Pertaining to the Environment, Environmental Education, and Environmental Education Programs and Materials.

Research and Information Services for Education, Conshohocken, Pa.

Pub Date 1 Jul 71

Note—90p.

Available from—Project R.I.S.E., 117 West Ridge Pike, Conshohocken, Pennsylvania 19428 (\$2.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographic Citations, *Bibliographies, Ecology, *Educational Resources, *Environmental Education, *Indexes (Locators), Reference Materials

A bibliography pertaining to the environment, environmental education, and environmental education programs and materials is presented in this compilation. Citations were obtained from Research in Education (RIE), "inhouse" files on environmental education from Project RISE (Research and Information Services for Education), and various bibliographies. Content of the bibliography is organized in accordance with the parameters of the project. These include: time span (RIE citations from January, 1967 to March, 1971); grade level (kindergarten through twelfth grade); emphasis (ecology, pollution, and environmental education); sub-areas (curriculum, curriculum units, and experiments); evaluative instruments; books and materials about the environment, including films, filmstrips, transparencies, kits and charts; programs and projects involved in environmental education; and agencies and organizations. A bibliography of the sources used by Project RISE to assemble this document is also provided. (BL)

ED 053 989 SE 012 327

An Environmental Experience. Man: Steward of His Environment.

New York State Education Dept., Albany.

Pub Date 71

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Involvement, Curriculum Development, Elementary Grades, *Environmental Education, *Instructional Materials, Learning Activities, Secondary Grades, Social Sciences, *Student Projects, *Teaching Guides

Environmental awareness experiences described in this guide are designed to serve as models or suggestions for teachers conducting activities directed toward environmental improvement. "Man: Steward of His Environment" is the theme of the 14 experiences utilizing behavior profiles, audio-visual exhibits, area studies, service projects, mass communications, program planning, surveys, campaigns, and moratoriums. Although the experiences suggest a use by school groups or by classes, they are not keyed to the instructional program per se. However, implications for classroom followup activities and continuing commitments are explicit. They are not designated as K-6 or 7-12 experiences since the ideas expressed can be adapted suitably for all levels. An annotated film list, directory of film distributors, and additional ideas for local environmental projects are appended. The publication's aim was to stimulate preparations for Conservation Day programs and was written by the Environmental Task Force at the request of the New York State Commissioner of Education. (BL)

ED 053 990 SE 012 336

Unit Microbes, First Trial Materials, Inspection Set.

Australian Science Education Project, Toorak, Victoria.

Pub Date Apr 71

Note—125p.

Available from—ERIC Information Analysis Center for Science and Mathematics Education, 1460 West Lane Avenue, Columbus, Ohio 43221 (on loan)

Document Not Available from EDRS.

Descriptors—*Curriculum, *Instructional Materials, *Laboratory Procedures, *Microbiology, *Science Activities, Secondary School Science, Units of Study (Subject Fields)

The Australian Science Education Project is producing materials designed for use in grades 7-10 of Australian schools. This is the first trial version of a unit investigating microbial action. One of the student booklets contains instructions for the activities demonstrating food decay which all students are expected to complete. The other student booklet, accompanied by worksheets, contains suggestions for ten optional activities concerned with the effects of bacteria and fungi, their uses in food processing and role in ecological cycles, and an historical study of Pasteur's work. Objectives for the unit, suggestions for instructional organization, reference and materials lists for each activity, and methods of organizing discussion are included in the separate teacher's guide. A test booklet and a sheet of answers, including diagnostic comments, are available. (AL)

ED 053 991 SE 012 337

Unit Plants, First Trial Materials, Inspection Set. Australian Science Education Project, Toorak, Victoria.

Pub Date Apr 71

Note—95p.

Available from—ERIC Information Analysis Center for Science and Mathematics Education, 1460 West Lane Avenue, Columbus, Ohio 43221 (on loan)

Document Not Available from EDRS.

Descriptors—*Botany, *Curriculum, Discovery Learning, *Instructional Materials, *Science Activities, Secondary School Science, Teaching Guides, Units of Study (Subject Fields)

Identifiers—Australian Science Education Project
The Australian Science Education Project is producing materials designed for use in grades 7-10 of Australian schools. This is the first trial version of a unit introducing the study of plants. The section to be completed by all pupils, contained in the first of the student workbooks, emphasizes observation of specimens on school grounds and on excursions, introducing the student to plant diversity and the idea of adaptation. There are also some exercises on germination and growth. Guidance given students is reduced in the second booklet, which contains ideas for 12 optional student investigations. A test booklet, and answer and worksheets, are provided. The teacher's guide contains an overview of the unit; its affective, psychomotor, and cognitive objectives; and methods of integrating this unit with others in the series. Detailed lists of material and references necessary or useful for each of the exercises accompany suggestions for organizing classroom and field activities. (AL)

ED 053 992 SE 012 339

Savelland, Robert N.

The Southeastern Regional Conference on the Social Sciences and Environmental Education (Athens, Georgia, 1971).

Georgia Univ., Athens.

Pub Date 71

Note—66p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Conference Reports, *Curriculum Development, Educational Development, *Environmental Education, Evaluation, Resource Materials, *Social Sciences, Speeches

Identifiers—Georgia

Remarks presented at the Southeastern Regional Conference on the Social Sciences and Environmental Education, held at Athens, Georgia, are compiled in this document. Two major conference addresses are reported in their entirety: "International Programs in Environmental Education" by Dr. Jan Cerovsky, Education Executive Officer, International Union for Conservation of Nature and Natural Resources, Morges, Switzerland, and "National Legislation and Environmental Quality" by Congressman Ben Blackburn of Georgia. Comments made by panelists or participants at four sessions are covered under the following topics and headings: (1) "Key Ideas from the Disciplines" - Ecology, Economics, Geography, Political Science, and Sociology; (2) "Implementing Curriculum Changes" - National Park

Service Educational Programs, Land Between the Lakes, Tennessee Valley Authority, Curriculum and Supervision, Science Education, Brentree Environmental Center, and Citizen-Consumer Response; (3) "Curriculum Applications" - Notes from Group Meetings (College, Secondary, Middle and Junior High, Elementary), Student Reactions, Closed Circuit TV, Simulation Games, Materials, and Selected Films; and (4) "State Action Reports" - Alabama, Florida, Georgia, Kentucky, North Carolina, and South Carolina. A candid evaluation of the conference - its organization, content, value, and participant reaction - is supplied. The report concludes with a list of participants, exhibitors, and a bibliography. (BL)

ED 053 993 SE 012 340

Using a Microscope [Student Booklet and Teacher's Guide].

Australian Science Education Project, Toorak, Victoria.

Pub Date Jun 71

Note—35p.

Available from—ERIC Information Analysis Center for Science and Mathematics Education, 1460 West Lane Avenue, Columbus, Ohio 43221 (on loan)

Document Not Available from EDRS.

Descriptors—*Curriculum, *Instructional Materials, Laboratory Procedures, *Microscopes, *Science Activities, Secondary School Science, Units of Study (Subject Fields)

Identifiers—Australian Science Education Project
The Australian Science Education Project is producing material designed for use in grades 7-10 of Australian schools. This is the first trial version of a unit providing instruction in microscopy. Illustrations of each step in setting up, focusing, preparation of mounts, microscopic measurement, and cleaning and packing the microscope are included in the students' booklet. The accompanying teacher's guide suggests precautions to follow in classes using microscopes, illustrates variations in microscope structure likely to be found in brands in use, and suggests some approaches to the use of this unit. The unit is not intended to introduce optical theory, but is a service unit to provide students with additional skills for use in investigative laboratories. (AL)

ED 053 994 SE 012 353

Curriculum Research and Development in Science. Schools Council, London (England).

Pub Date [71]

Note—4p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, *Curriculum Development, *Educational Research, *Environmental Education, Geography Instruction, Mathematics Education, Program Descriptions, *Science Education

Identifiers—*England, Wales

Summaries of the objectives and types of science materials produced or planned for children (from 5-18) in English and Welsh schools are provided. There are twelve relatively large-scale science curriculum projects and seven (including some environmental, integrated, and general studies programs) that require some science. Each summary includes the address of the project director. Annotations on seven English research projects concerned with some aspect of science education, the address of two geography and four mathematics curriculum projects, and a select bibliography of Schools Council publications are also included. (AL)

SO

ED 053 995

SO 000 689

Ross, Colvin

Ross Educational Philosophical Inventory (REPI).

Connecticut Univ., Storrs. School of Education.

Pub Date 69

Note—8p.

Available from—Dr. Colvin Ross, School of Education U-33, University of Connecticut, Storrs, Connecticut 06268 (Specimen Set, \$1.95)

Document Not Available from EDRS.

Descriptors—*Attitude Tests, *Beliefs, *Educational Attitudes, *Educational Philosophy, Educational Theories, Measurement Instruments, Philosophy, Student Characteristics, Teacher Characteristics, *Values

Identifiers—Axiology, Epistemology, Metaphysics

The introduction to the manual states that the purpose of this test is to determine a person's philosophy and measure the strength to which it is held. This is accomplished by quantifying and weighing responses to metaphysical, epistemological, and axiological statements taken from the philosophical systems of idealism, realism, pragmatism, and existentialism. The emphasis in this inventory is on educational philosophy. The statements deal primarily with microscopic educational beliefs about reality, knowledge, and values, as opposed to macroscopic attitudes toward children, teaching, and school. Other sections of the manual discuss the rationale of the inventory, how it was constructed, how to administer, score, and interpret it. The inventory itself consists of directions and 80 items, or 20 for each of the four philosophical systems. Strong agreement with all items would result in a score of 40 for each philosophy. The means for 652 randomly selected undergraduate and graduate education students were: idealism, -3.05; realism, -3.44; pragmatism, +11.36; and, existentialism, +9.87. (Author/DJB)

ED 053 996 SO 000 839

Kriesberg, Louis

Toward a Social Science Paradigm for Thinking About Futures. Working Draft.

Syracuse Univ. Research Corp., N.Y. Educational Policy Research Center, Syracuse, N.Y.

Pub Date Jul 70

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Conceptual Schemes, Essays, *Models, *Social Relations, Social Sciences, *Social Systems, *Systems Analysis, Systems Approach

Identifiers—*Futuristics, Futurology

The paradigm outlined in this paper is designed to aid in writing scenarios of alternative futures. Specifically the author outlines major conditions and processes in social life which should provide a scheme to be used in constructing or in criticizing scenarios developed by other methods. This scheme should provide assistance in several ways: 1) it should make forgetting or ignoring major actors in the social system less likely; 2) make the steps in the movement from one time to another more explicit; 3) increase the probability of explicit recognition of alternative developments; and, 4) assist in making the scenarios more plausible and more likely confirmed by future developments. The paradigm itself consists of four major parts: 1) the bases and varieties of the social units; 2) the fundamental social process among and within the social units; 3) the basic conditions of the units; and, 4) the interrelations of processes and conditions and variations in the outcome of different processes. (Author/AWW)

ED 053 997 SO 000 986

Weitzman, David And Others

Proposed Anthropology Elective-One Semester.

Plan I and Plan II. Grade 10.

Oakland Public Schools, Calif.

Pub Date 4 Aug 69

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Anthropology, *Concept Teaching, *Cross Cultural Studies, Curriculum Guides, Grade 10, Inquiry Training, *Multimedia Instruction, Secondary Grades, *Social Studies Units

Identifiers—*Anthropology Curriculum Study Project

This curriculum guide offers two approaches to the teaching of tenth grade anthropology. The first approach is a more traditional approach to the subject area presented with the idea of simply giving the teacher something to build on. The second approach follows "History as Culture Change: An Overview" developed by the Anthropology Curriculum Study Project. In addition, the authors tried to supplement the Association's material by key readings and materials from approach one to approach two. Structurally, the anthropology courses are organized into units and broken down into content, references, bibliography, audio-visual materials, and activities. (ED 045 512 and SO 001 767 report the objectives and activities of the Curriculum Study Project) (Author/AWW)

ED 053 998 SO 000 988

Edelman, Marshall And Others

Minorities in America: Pilot Units for a Senior High School Elective Course.

Oakland Public Schools, Calif.

Pub Date 4 Aug 69

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Case Studies, Curriculum Guides, Demonstrations (Civil), Elective Subjects, Ethnic Relations, Ethnic Stereotypes, *Ethnic Studies, Experimental Curriculum, Family Life, Ghettoes, *Intergroup Education, *Minority Groups, Resource Guides, Secondary Grades, *Social Studies Units, Teacher Developed Materials, United States History, Violence

This publication includes sample units designed for use in the senior high school elective course, minorities in America. Written during the summer of 1969, it is designed to suggest possible organizations, materials, and activities that will assist the classroom teacher in handling a diversified, complex course. The units are pilots or models, descriptive rather than prescriptive, and are designed to encourage the teacher to develop his own course with other units and materials. Statements of content are presented under each unit, followed by case studies, student activities, and assignments related to various curriculum project materials. The six units are: The Multi-Ethnic Society; Minority Experience in America; Violence in America; Protest; Life in the Ghetto; and, The Family. (Author/DJB)

ED 053 999

SO 001 035

Hawaii's Immigrants. Social Studies. Secondary Education.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

Pub Date 71

Note—64p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Chinese Americans, *Ethnic Studies, Grade 7, *Immigrants, *Individualized Curriculum, *Inquiry Training, Japanese Americans, Reading Materials, Secondary Grades, Social Studies Units, Teaching Guides, *United States History

Identifiers—Hawaii

The purpose of this packet is to assist teachers as they individualize instruction to meet the needs, interests, and abilities of seventh grade students. The activities in this unit are mostly inquiry and social science oriented. There are three major ideas behind the packet: 1) The first generation immigrants closely observed the customs of the country in which they grew up; 2) The first generation faced many difficulties in adjusting to the new environment; and, 3) As the immigrants became Americanized and as second and third generation grew up in Hawaii, many old customs began to disappear. Each lesson in the packet contains one of the major ideas, behavioral objectives, instructions, and learning activities. The remainder of the packet consists of student readings about Hawaii's immigrants. (Author/AWW)

ED 054 000

SO 001 036

Shintoism. Social Studies. Secondary Education.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

Pub Date 71

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Asian History, Grade 9, Independent Reading, *Independent Study, Individual Instruction, *Individual Study, *Non Western Civilization, *Religion, Secondary Grades, *Social Studies Units

Identifiers—Buddhism, Confucianism, Japan, *Shintoism

The purpose of this individualized instructional packet, one of a number of such packets issued by this source, is to assist teachers as they individualize instruction to meet the needs, interests, and abilities of students. Intended for use at the 9th grade level, it may be used as a directed study with a unit on Religion or Japan. Some skill in formulating a hypothesis and using evidence, as well as some knowledge in Buddhism and Confucianism are required. An instructor's section sets forth pre- and post-test questions and answers; major ideas of the lessons; behavioral objectives; and sources of student readings provided. The student section includes the test questions, and three lessons which are based on five student readings. Students are asked to formulate hypotheses on the basis of the readings, and then to find evidence to support or revise their hypotheses. Major ideas from the three lessons are: 1) Shintoism was based in part on the

creation of Japan and the divinity of the emperor; 2) Shintoism before the influence of Confucianism and Buddhism was a simple nature worship of any manifestation of power or beauty, with an "eighty myriads" of deities; and 3) Shintoism has undergone changes since 1945, for example it is now supported locally rather than by the state, and practitioners are now free to formulate their own beliefs. (Author/JLB)

ED 054 001

SO 001 043

Futuristics. Social Studies. Secondary Education.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

Pub Date 71

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Guides, Deductive Methods, Discussion (Teaching Technique), *Individualized Curriculum, Inductive Methods, Instructional Materials, Overpopulation, Pollution, Secondary Grades, Social Change, *Social Planning, *Social Problems, *Social Studies Units, Teaching Guides, *Technological Advancement

Identifiers—*Futuristics

This is one of a series of individualized instructional packets designed to help students and teachers as they cooperatively plan secondary social studies objectives, evaluate learning, and develop curriculum. The learning packet is designed for the intermediate student and includes: a pre- and post test; three lessons with major generalizations listed, behavioral objectives, and learning activities; and, three readings. The summarized generalizations are: 1) The technological advances made by man have brought about rapid changes making it possible for man to live a "better" life; 2) Technological changes have also created problems, will bring about many new ones, and intensify them in the future; overpopulation, congested highways and pollution are among them; 2) In the future, change will occur at an even more rapid pace; and 4) Change will require planning on the part of the people, government, industry, scientists, experts, and a progressive education system to minimize the problems. Accordingly, the specific behavioral objectives include: 1) identification of the advantages and disadvantages of technological advances; 2) identification of the changes that may take place by the year 2000; 3) identification of specific tasks to be done by our society in preparation for the future. Discussion, independent reading, and resource utilization are all a part of the inductive and deductive approach indicated in this packet. (SBE)

ED 054 002

SO 001 077

Halliburton, Warren J. Katz, William Loren American Majorities and Minorities: A Syllabus of United States History for Secondary Schools.

National Association for the Advancement of Colored People, New York, N.Y.

Pub Date 70

Note—244p.

Available from—Arno Press, 330 Madison Avenue, New York, New York 10017 (Paperback, \$2.95)

Document Not Available from EDRS.

Descriptors—Bibliographies, Citizenship, *Concept Teaching, Curriculum Enrichment, Curriculum Guides, *Ethnic Studies, *Intergroup Education, Minority Groups, *Negro History, Secondary Grades, Social Studies Units, Teaching Guides, *United States History

Patterned after traditional curricula currently used in our nation's schools, this syllabus integrates into the course of study the contributions of Afro-Americans and other minorities to our common heritage and aims for the preparation of good citizens. Each unit of this 36-38 week course is offered as a basis for preparing daily lesson plans and includes: 1) content information; 2) a conceptual framework; 3) an annotated bibliography for teachers and students; 4) audiovisual materials; and, 5) appropriate classroom activity. Also included is a basic concept outline on race, prejudice and discrimination which states the belief that attitudes and behavior can be influenced through exposure to a coherent and structured body of information. (Author/AWW)

ED 054 003

SO 001 103

The Negro in American History: A Brief Content Outline for Use By Teachers.

Wilmington Public Schools, Del.

Pub Date 68

Note—125p.

Available from—Curriculum Center, Wilmington Public Schools, Box 869, Wilmington, Delaware 19899 (\$3.25)

Document Not Available from EDRS.

Descriptors—*African American Studies, *American Culture, Course Content, Curriculum Guides, Elementary Grades, Intergroup Education, *Negro History, Resource Guides, Secondary Grades, *Social Studies Units, *United States History

This curriculum content outline is intended to help the teacher decide where information about the Negro should be integrated into the study of American history and culture. The primary objective is for teachers to make a major contribution toward helping build a better self-image on the part of Negro students and, at the same time, enlarge the interests and understanding of all students. Using an historical approach, the guide begins with the African and Latin American heritage of the Negro, then progresses through eight other periods to the present: 1) the colonial and Revolutionary War Negro; 2) from the Revolutionary War to the Civil War; 3) the Civil War and emancipation; 4) Reconstruction; 5) the era of disappointment from 1877 through 1901; 6) the early twentieth century; 7) the depression, the New Deal, and World War II; and, 8) the struggle for equal rights after World War II. A bibliography of resources for both teachers and students is included in each section along with an appended list of central library materials. Supreme Court decisions prior to the Brown decision are also appended. This outline can be used to supplement social studies courses at all levels. (SBE)

ED 054 004

SO 001 104

Economic Education for Washington Schools. Grades Seven, Eight, and Nine.

Washington State Office of Public Instruction, Olympia.

Spons Agency—Joint Council on Economic Education, New York, N.Y.

Pub Date Aug 67

Note—71p.

Available from—Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036 (\$1.75)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Concept Teaching, Critical Thinking, Curriculum Guides, *Economic Education, Economics, Grade 7, Grade 8, Grade 9, *Inquiry Training, *Integrated Curriculum, *Problem Solving, Secondary Grades, *Sequential Programs, Social Studies Units

Identifiers—Africa, Soviet Union, United States, Washington, Western Europe

These guidelines and activities in economic education represent one part of a series developed through the combined efforts of hundreds of teachers from twenty-three school districts in the State of Washington and one in Montana over a period of three years. The paramount purpose of the guides is to help implement a program of integrating economics into the curriculum at all grade levels. The overall objective is to insure that every high school graduate has acquired a critical way of thinking about economic matters and problems through the use of scientific methods. The major economic point to be learned in the seventh grade, The Eastern Hemisphere, is that every society must have some organized approach to economic decision-making. Western Europe as a decentralized system, the Soviet Union as a centralized system, and Sub-Saharan Africa are studied. The major theme in the eighth grade is the United States today and how it has changed over the years and includes study of big business, organized labor, government role, competition, industrialization and urbanization, and international trade and investment. In the ninth grade, three major emphases appear: the characteristics, growth, and problems of growth in the State of Washington. The teaching guide for each grade includes: ideas and concepts, technique suggestions, and a bibliography of materials. (SBE)

ED 054 005

SO 001 135

Problem Solving in Social Studies: A Model Lesson.

Oklahoma City Public School System, Okla.

Pub Date Oct 69

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Elementary Grades, *Inquiry Training, Lesson Plans, *Mass Media, *Multimedia Instruction, Primary Grades, *Problem Solving, *Social Studies Units, Teacher Developed Materials

Identifiers—*Advertising

These model lessons from the primary grades are on the techniques of advertising drawn from a unit on, "Creating and Producing Tools and Techniques". They include behavioral objectives, teaching and motivational strategies, evaluation techniques. The model lessons follow the problem solving inquiry approach in social studies using multimedia techniques. Suggested materials include: newspapers, television and radio commercials, pictures, toys, and books. (AWW)

ED 054 006

SO 001 136

Schultz, T. Paul
The Changing Balance of Births and Deaths: A Comment.

Pub Date Feb 71

Note—11p.

Available from—The Rand Corporation, 1700 Main Street, Santa Monica, California 90406 (\$1.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Demography, *Developing Nations, *Family Planning, *Overpopulation, *Population Growth, Population Trends, Research Reviews (Publications)

Identifiers—*Birth Rates

Commenting on Kingsley Davis' paper, "Population Policy: Will Current Programs Succeed?", the author discusses the problem of rapid population growth in the low-income countries. Research strategy should focus on the family or small community to trace environmental constraints and opportunities influencing desired and achieved fertility, and possibly isolating the additional contribution family planning programs make to the decline of fertility. In disagreement with Davis, the author finds that fertility and child mortality rates are related; parents frame their family goals on numbers of surviving children. Once these goals have been reached, they exercise birth control. In developing countries, improvements in child nutrition and local health facilities might reduce infant and child mortality, and therefore birth rates, within a decade. Modification of education, employment, and welfare policies might also move parents toward smaller surviving family size goals. (Author/AWW)

ED 054 007

SO 001 139

A Teaching Guide and Experience Units K-12. Social Studies. Grade One.

Arapahoe County School District 6, Littleton, Colo.

Pub Date 1 Apr 68

Note—83p.

Available from—Supervisor of Elementary Social Studies, 6558 South Acoma Street, Littleton, Colorado 80120 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adjustment (to Environment), Citizenship, Concept Teaching, Critical Thinking, *Cultural Education, Curriculum Guides, Elementary Grades, Environmental Education, Family (Sociological Unit), *Family Life, Grade 1, *Human Geography, *Human Relations Units, Intergroup Education, Problem Solving, Sequential Programs, *Social Studies Units

Identifiers—Colorado, United States

The unit experiences for the K-12 curriculum, including these for grade 1, were designed by the district staff to achieve a more comprehensive knowledge of the world in which we live; to develop the ability to think critically and creatively; to use inquiry and problem solving skills in human relations situations; to understand major social studies concepts; to understand and use wisely the cultural and physical resources of the world; and, to develop the skills and attitudes needed to cope with change. The first grade study of comparative family living will help the student become aware of the similarities and differences in various family patterns. Overview, objectives, motivational, developmental, and review activities, and content for each of the sub-units are summarized: 1) School Environment—physical plant school personnel, safety, things to do, and individual responsibility to the group; 2) Neighborhood Environment—concept, changes,

good citizenship, the urban and rural neighborhood; 3) Comparative Family Living—local, Hawaiian, Alaskan, Japanese, families; 4) Geography—personal and environmental directions, globes, and maps; 5) Our Flag and Country—leadership and citizenship, historical leaders and events; 6) Holidays and Special Occasions and Seasons. Testing and evaluation objectives and techniques for measuring the cognitive and affective growth of the student are also enumerated. SO 001 138 through SO 001 144 are related units. (Author/SBE)

ED 054 008

SO 001 142

A Teaching Guide and Experience Units K-12. Social Studies. Grade Four.

Arapahoe County School District 6, Littleton, Colo.

Pub Date 1 Apr 70

Note—133p.

Available from—Supervisor of Elementary Social Studies, 6558 South Acoma Street, Littleton, Colorado 80120 (\$2.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Adjustment (to Environment), *Area Studies, Concept Teaching, Critical Thinking, *Cross Cultural Studies, Curriculum Guides, Elementary Grades, Environmental Education, Geographic Regions, Grade 4, *Human Geography, Map Skills, Problem Solving, Sequential Programs, *Social Studies Units, *World Geography

Identifiers—Arctic, Argentina, Congo, Ecuador, Japan, Latin America, Netherlands, Saudi Arabia, United States

The unit experiences for the K-12 curriculum guide, including these for grade 4, are outlined in SO 001 139. These units initiate the study of geographic regions of the world. Emphasis in these area studies is placed on the regional topography, geographic factors, and people's economic, social, and cultural adjustment to their environment or surroundings. Overview, objectives, motivational, developmental, and review activities, and content for each of the various sub-units are summarized: 1) Use of Map and Globe—community, country or national community, continent, world, solar system; 2) Metropolitan Study—historical development of Denver, demography, points of interest, government, economic characteristics, and comparison with New York City; 3) Island Regions—general, and detailed area study of Japan including physical features, climate, history, culture, occupations, transportation and communication, education, and government; 4) Man at High Latitudes—Eskimo and Lapp and life on tundra lands; 5) Desert Lands (Saudi Arabia)—comparisons with the desert lands of Arizona, New Mexico, and Utah, with possible cultural comparisons; 6) Hot, Wet Lands of the Rain Forest (Amazon and Congo); 7) Polder, Land from the Sea (Netherlands); 8) Mountain Region (Ecuador); 9) Ranchlands in Argentina and the United States; and, 10) California, Land of Contrast—comparison with all the other areas of the world. Evaluation objectives and techniques are also enumerated. SO 001 138 through SO 001 144 are related units. (Author/SBE)

ED 054 009

SO 001 143

A Teaching Guide and Experience Units K-12. Social Studies. Grade Five.

Arapahoe County School District 6, Littleton, Colo.

Pub Date 1 Apr 70

Note—168p.

Available from—Supervisor of Elementary Social Studies, 6558 South Acoma Street, Littleton, Colorado 80120 (\$2.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Adjustment (to Environment), *Area Studies, Citizenship, Concept Teaching, Critical Thinking, *Cultural Education, Curriculum Guides, Democracy, Elementary Grades, Environmental Education, Geographic Regions, Grade 5, *Human Geography, Problem Solving, Sequential Programs, *Social Studies Units, *United States History

Identifiers—Colorado, *United States

The unit experiences for the K-12 curriculum guide, including these for grade 5, are outlined in SO 001 139. These units include the study of the culture, history, geography, and economics of regions of the United States. The depth study of Colorado draws relationship between the state, the nation, and the world. The emphasis for both grade 5 and 6 is twofold: 1) to know his Amer-

ican heritage, as well as to become aware of the rights, freedoms, and responsibilities that occur in a democracy; and, 2) to recognize the strategic position of the United States in the Western Hemisphere through the study of inter-American relations. Overview, objectives, motivational, developmental, and review activities, and content for each of the various sub-units are summarized: 1) Use of Map and Globe; 2) Discovery and Exploration; 3) Southeastern United States; 4) New England States; 5) Middle Atlantic States; 6) A New Nation is Founded; 7) North Central States; 8) South Central States; 9) Our Country Divided, Open Conflict; 10) Rocky Mountain States; 11) Colorado; 12) Pacific Coast States; 13) Alaska, Hawaii, and Possessions; 14) Citizenship: Heritage, Rights, and Responsibilities. Evaluation objectives and techniques are also enumerated. SO 001 138 through SO 001 144 are related units. (Author/SBE)

ED 054 010

SO 001 144

A Teaching Guide and Experience Units K-12. Social Studies. Grade Six.

Arapahoe County School District 6, Littleton, Colo.

Pub Date 1 Apr 68

Note—156p.

Available from—Supervisor of Elementary Social Studies, 6558 South Acoma Street, Littleton, Colorado 80120 (\$2.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Adjustment (to Environment), *American History, *Area Studies, Concept Teaching, Critical Thinking, *Cross Cultural Studies, Curriculum Guides, Elementary Grades, Environmental Education, Foreign Relations, Geographic Regions, Grade 6, *Human Geography, International Education, Latin American Culture, Problem Solving, Sequential Programs, *Social Studies Units

Identifiers—Canada, *Latin America

The unit experiences for the K-12 curriculum, including these for grade 6, are outlined in SO 001 139. These units include the study of the culture, history, geography, and economics of regions of Latin America and Canada. Again, the emphasis for both grade 5 and grade 6 is twofold: 1) to know his American heritage, as well as to become aware of the rights, freedoms, and responsibilities that occur in a democracy; and, 2) to recognize the strategic position of the United States in the Western Hemisphere through the study of inter-American relations. Overview, objectives, motivational, developmental, and review activities, and content for each of the various sub-units are summarized: 1) Use of Map and Globe; 2) The Organization of American States and the United Nations; 3) Historical Background of Latin America; 4) Mexico; 5) Central American Countries; 6) Northern Countries of South America; 7) The Andes Nations; 8) The River de la Plata Countries; 9) Land of the Amazon, Brazil; 10) The West Indies and the Guianas; and, 11) Exploring Canada. Evaluation objectives and techniques are also enumerated. SO 001 138 through SO 001 144 are related units. (Author/SBE)

ED 054 011

SO 001 276

Communities Around the World. A Village in India. Teacher's Resource Unit.

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Pub Date 69

Note—243p.; Revised edition

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Area Studies, *Community Study, Concept Teaching, *Cross Cultural Studies, Curriculum Guides, Economic Education, Elementary Grades, Human Geography, Interdisciplinary Approach, *Non Western Civilization, Resource Guides, Resource Units, *Social Studies Units, Social Systems

Identifiers—*India, Values Education

This resource unit was developed from materials produced and field tested by the Project Social Studies Curriculum Center. It was designed to make progress toward the development of the following objectives: 1) conceptual: globalism, geographic location, diversity, interrelationships, change, cultural use of the environment, economics, culture, social organization, and social processes; 2) generalizations evolving out of conceptual approach to the study of India; and, 3) skills: rational problem solving, efficient information location, information gathering and

evaluation, effective geographic skills with maps and globes, and the organization, analysis, and evaluation of information. Attitudinal objectives are: 1) curiosity about social data; 2) free examination of social attitudes and data; 3) value objectivity; and, 4) appreciation of the cultural contributions of other countries, races, and religions. Teaching strategies and educational media are listed, student activity sheets and textual materials developed by the Center on village life are also included. Other documents in this series of curriculum guides are ED 051 027 through ED 051 033, ED 052 080 through ED 052 082, SO 001 277 and SO 001 278. (VLW)

ED 054 012 SO 001 277
Communities Around the World. Our Community: Economic Aspects. Teacher's Resource Unit. Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 69

Note—203p.; Revised edition

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Community Study, Concept Teaching, *Consumer Economics, Curriculum Guides, *Economic Education, Elementary Grades, Human Geography, Resource Guides, *Social Studies Units, Social Systems

Identifiers—Values Education

Teaching strategies for the study of the economic aspects of the student's own community are emphasized in this resource unit developed from materials produced by the Project Social Studies Curriculum Center. This unit should make progress toward teaching children the following: 1) concepts: consumer, producer, capital goods, durable goods, productive resources or factors of production, natural resources and man's use of the physical environment, barter, money and banking, pricing and the cost of production, profits and economic good, demand, competition, economic model, individual proprietorship, partnership, corporation, cooperative, private enterprise system, taxes, division of labor and specialization; 2) generalizations evolving out of this conceptual approach to community study; and, 3) inquiry skills as described in SO 001 726. Attitudinal objectives are: 1) skepticism concerning single-factor causation in the social sciences, and, 2) curiosity about social data. Educational media are listed, student activity sheets and textual materials developed by the Center are also included. Other documents in this series of curriculum guides are ED 051 027 through ED 051 033, ED 052 080 through ED 052 082, and SO 001 278. (VLW)

ED 054 013 SO 001 278
Communities Around the World. The Trobriand Islanders. Teacher's Resource Unit. Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Pub Date 69

Note—179p.; Revised edition

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Area Studies, *Community Study, Concept Teaching, *Cross Cultural Studies, Curriculum Guides, *Economic Education, Elementary Grades, Human Geography, Interdisciplinary Approach, Non Western Civilization, Resource Guides, Resource Units, *Social Studies Units, Social Systems

Identifiers—South Pacific, *Trobriand Islands, Values Education

The unit is another in the series developed from materials produced and field tested by the Project Social Studies Curriculum Center. The Trobriand society was chosen for study in this resource unit for upper elementary grades because its economic system illustrates the importance of reciprocal relationships which continue to be very important in many societies of the world. The system has some aspects of both a command and market economy. Although the unit is focused upon the economic system, the Trobriand culture is presented as a total culture and the interdependence is made clear. The objectives, generalizations, and skills are basically the same as those described in SO 001 276. Teaching strategies, educational materials, and some student activities and textual materials are also included. Other documents in this series of curriculum guides are ED 051 026 through ED 051 033, ED 052 080 through ED 052 082, and SO 001 277. (VLW)

ED 054 014

Kuhmerker, Lisa

A Bibliography on Moral Development and the Learning of Values in Schools and Other Social Settings.

Center for Children's Ethical Education, New York, N.Y.

Spons Agency—New York Society for Ethical Culture, New York, N.Y.

Pub Date 71

Note—45p.

Available from—Center for Children's Ethical Education, 2 West 64th Street, New York, New York 10023 (Mimeography, \$3.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, Early Childhood Education, Elementary Grades, *Ethical Instruction, Ethical Values, *Moral Values, Personality Development, Secondary Grades, Social Development, Social Influences, *Socialization, *Social Studies, Social Values, Values

Identifiers—Moral Development, Moral Judgment, *Values Education

This bibliography, consisting of five major topical sections, is introduced by a brief annotated listing of books appropriate for a first acquaintance with the field. Section I, Moral Development, is a comprehensive listing of books, articles, and theses in this growing field. The second and third parts, Values in Education, and Related to Values in Education, are designed to be used together. The latter section incorporates books and articles that shed light on the development of values in social studies, social education, and the teaching and learning of social strategies. Psychological Approaches to Learning of Values, Section IV, contains a research oriented selection of books and articles on personality and social development, and value formation. The last section, Cultural Approaches to Learning of Values, lists studies that focus on sexual, social class, and cross-national differences that are culturally conditioned. A selected number of items are cross-referenced under two sections. (Author/JLB)

ED 054 015

Hunt, F. J.

The Study of Education.

Pub Date May 70

Note—17p.

Available from—Dr. J. J. Hunt, Monash University, Department of Education, Wellington Road, Clayton, Victoria, 3168, Australia (No Charge) Journal Cit—The Australian University; v8 n1 p41-56 May 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Education, *Educational Diagnosis, Educational Principles, *Educational Research, Educational Sociology, Research and Development Centers, Research Design, *Social Sciences, *Social Systems, *Systems Approach

This essay undertakes to develop a perspective from which education as a research area can be more clearly perceived and more meaningfully comprehended. It attempts to do so by locating the study of education within the larger context of the study of man and of society. In the study of man and society, three major sectors of research are identifiable: 1) man as an individual; 2) social groupings in which man acts; and, 3) particular areas of activity in which men in groups and societies engage. A principle which can be used to identify an area of study in education is the concept of dependent and independent variables. In education, the dependent variables are many and include the learning process, the teacher-pupil relationship, the classroom, the school, a system of schools or the total system of education within a society; it is as complex as a total society, and as amenable to study from the full array of social disciplines. Consequently, many approaches are appropriate and necessary, if understanding is to be systematically and comprehensively extended. This view could lead to the establishment of centers for the study of education which would draw researchers from all of the social sciences. (Author/AWW)

ED 054 016

Curriculum Guide to the Draft. An Instructional Unit for High Schools.

Selective Service System, Washington, D.C.

Pub Date 70

Note—67p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (\$1.00)

SO 001 335

Document Not Available from EDRS.

Descriptors—Activity Units, *Armed Forces, *Discussion (Teaching Technique), Federal Laws, *Federal Legislation, Federal Troops, Instructional Materials, Legal Responsibility, *Military Service, *Resource Units, Secondary Grades, Teaching Guides

Identifiers—Draft, *Selective Service

This guide was developed as a resource for teachers and students in high schools. Ideally, it will be of major assistance to seniors and their teachers as they explore the possibilities and alternatives open to young people during the years immediately following high school graduation. The three broad goals and objectives of the guide are: 1) to understand the operation of the Selective Service System as it affects the individual and his draft status; 2) to promote rational individual choices about military service from options available under existing laws, regulations, and social conditions, and to become aware of the consequences of the illegal alternatives concerning induction; and, 3) to understand the Selective Service System in both historical and current perspectives. For each specific objective in this document, there is a teachers' guide and, in some cases, an accompanying text. Each teachers' guide contains five sections: specific objective, questions to guide investigation, related activities, resources, and summary activity. This instructional unit is the first attempt to provide secondary school educators with a structured course on Selective Service; a revised version will be published for the 1971-72 school year. (Author/SLD)

ED 054 017

Choosing a President, 1968: The American Political Process.

Tufts Univ., Medford, Mass. Lincoln Filene System for Citizenship and Public Affairs.

Pub Date 69

Note—65p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Units, Citizenship, *Civics, *Elections, Learning Activities, Political Issues, *Political Science, Political Socialization, *Public Affairs Education, Secondary Grades, *Social Studies Units, Teaching Guides

The student text portion of this set contains an account of the 1968 presidential election, from the state primaries to the election of Richard M. Nixon. The Teacher's Guide outlines objectives, teaching strategies, discussion questions, vocabulary, and an annotated listing of resources which includes educational and commercial films as well as books. Teaching strategies suggested include a wide variety of learning activities, from precinct and campaign work to research projects. Among the cognitive objectives listed are understandings of: successful campaign techniques; the qualities of a successful politician; the role played by issues in an election; the role of party conventions; and, the role of bargaining among politicians, and "appreciation of the orderly and peaceful manner in which power changes hands in a democratic society." Psychomotor objectives are: participation as worker in a political campaign; increased reading about politics in newspapers and magazines; and, increased participation in school politics. It is strongly suggested that this, and any other unit on politics, be coordinated with some form of local or national election so that students will be able to participate directly in the political process. (JLB)

ED 054 018

[The 70's, Decade of Environmental Decision: Education and Action Guidelines. Environmental Information Source Guide and Bibliography.]

Minnesota Environmental Sciences Foundation, Inc., Minneapolis.

Pub Date Mar 70

Note—50p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Action Programs (Community), Bibliographies, Citizen Participation, Community Involvement, Curriculum Development, *Educational Philosophy, Environmental Criteria, *Environmental Education, Environmental Research, Individual Power, Information Sources, *Resource Guides, Resource Materials, School Role, *Social Change, Social Responsibility, World Problems

Identifiers—Free and Inexpensive Materials, Values Education

This paper advocates environmental education as a solution to environmental problems. It defines environmental education in terms of its goals: 1) the survival of man and the improvement of his life; 2) its relationship with academic disciplines and informal education; and, 3) its values and principles in relation to democracy. The main focus of the paper is on the strategies and curricula of environmental education programs, both in schools and in the community at large. The source guide and bibliography cites other bibliographies and national sources of free and inexpensive materials. (DJB)

ED 054 019 SO 001 477

Economics: Canada. Senior Division.

Ontario Dept. of Education, Toronto.

Pub Date 71

Note—37p.

Available from—Director of Curriculum, Ontario Department of Education, Mowat Block, Queen's Park, Toronto 182, Canada

Document Not Available from EDRS.

Descriptors—Annotated Bibliographies, *Community Resources, Concept Teaching, Critical Thinking, *Curriculum Design, Curriculum Guides, *Economic Education, Economics, *Inquiry Training, *Multimedia Instruction, Resource Guides, Secondary Grades, Social Studies Units

Identifiers—Canada, *Values Education

This resource guide sets out a structure from which units, semester courses, or one-year courses may be developed in Canadian economic studies in the senior high. The Ontario Department of Education lists five possible aims for courses developed from this resource guide: 1) student awareness of fundamental problems, basic forces at work, and key concepts and principles of the economy; 2) achievement of reasonable competence in administering personal affairs; 3) an understanding of the structure and processes of the Canadian Society; 4) development of inquiry, reasoning, and group process skills; and, 5) development of the ability to distinguish between analysis and value judgments. The guide closes with a bibliography of audiovisual materials, books, and simulation games grouped around nine possible units for teaching: 1) Economics; 2) Production; 3) Consumption; 4) Exchange and the Market; 5) Distribution; 6) Economic Growth and Stability; 7) Governments in Economic Life; 8) Money and Banking; 9) International Trade; and, 10) Comparative Economic Systems. (Author/AWW)

ED 054 020 SO 001 500

Burleson, Noel-David. And Others

The Time is Now: Population Education. A Commentary and Annotated Bibliography.

Harvard Univ., Cambridge, Mass. Graduate School of Education.

Pub Date May 69

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Curriculum Development, *Environmental Education, Family Planning, Instructional Materials, Overpopulation, *Population Growth, Sex Education, *Social Studies

Identifiers—*Population Education

The commentary which introduces this 72-item bibliography briefly outlines the scope and significance of population education, and comments on a few of the items included. Although population education has an as yet ill-defined relationship with reproductive (sex) education and family life education, the bulk of the items in this bibliography have to do with population awareness, and are in the form of reports, mimeographed papers, and journal articles. There are several items geared for direct classroom use, such as teacher's guides, model curricula, etc. Dates of the material included range from 1956 (one item) through 1969. The author states that the time is now because radical change is overdue in education, and population education is only one attempt to bring education into the 20th century. (JLB)

ED 054 021 SO 001 525

Sweeney, Leo J.

Republic of India. A Study of the Educational System of India & Guide to the Academic Placement of Students from India in United States Educational Institutions.

American Association of Collegiate Registrars and Admissions Officers, Athens, Ohio.

Pub Date 70

Note—395p.; World Education Series

Available from—Executive Secretary, American Association of Collegiate Registrars and Admissions Officers, One Dupont Circle, Washington, D.C. 20036 (\$1.00)

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Academic Records, Administrator Guides, *Admission (School), *Comparative Education, Credentials, *Degree Requirements, Degrees (Titles), Educational History, Educational Trends, Elementary Education, Evaluation Methods, General Education, Higher Education, *School Systems, Secondary Education, Student Evaluation, *Student Placement, Technical Education, Vocational Education

Identifiers—Educational Systems, *India

The purpose of this publication, as in the case of the other "World Education Series", is to provide a guide for the use of admissions officers and others in the admission and placement of the students of a particular country for study in educational institutions in the United States. Specifically it is hoped that this volume will furnish the basis of sounder assessment of the quantity and the quality aspects of Indian educational institutions, and the Indian student and his academic record. The first seven chapters provide a description of the historic and contemporary educational scene. The last two chapters deal with problems peculiar to Indian credentials and provide the focus for the entire work, the specific placement recommendations based on various credentials and degrees from Indian institutions. Thirteen appendices provide 240 pages of information for evaluating the students' credentials, e.g., list of institutions and samples of credential forms. (Author/DJB)

ED 054 022 SO 001 543

Braham, Randolph L.

Education in the Rumanian People's Republic.

Office of Education (DHEW), Washington, D.C.

Report No.—OE-14087-Bull-1964-1

Pub Date 63

Note—240p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Area Studies, Communism, *Comparative Education, Educational Administration, Educational Change, *Educational Development, Educational Legislation, Educational Objectives, Educational Practice, General Education, Higher Education, Organizations (Groups), Political Socialization, Preschool Education, *School Systems, Teacher Education, Technical Education, Vocational Education

Identifiers—Educational Systems, *Rumanian Peoples Republic

This bulletin is the Office of Education's first one on education in Rumania, and the subject is presented in its historical and current political, economic, social, and cultural setting, from a non-communist perspective. Nine chapters present the country's background, a history of its educational system from 1832, and detailed descriptions of: preprimary education, general education, vocational and technical education, higher education, teacher training, and organizations for children, youth, and adults. A final chapter presents the author's conclusions and evaluations. Appendices cover general education textbooks and a glossary of Rumanian terms used in the bulletin. Both the text and appendices are illustrated with charts and statistical tables. (Author/DJB)

ED 054 023 SO 001 545

Adams, Don

Higher Educational Reforms in the Republic of Korea.

Office of Education (DHEW), Washington, D.C.

Report No.—DE-14119-BULL-1964-27

Pub Date 65

Contract—OEC-05-64-58

Note—71p.; Studies in Comparative Education Series

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Organization, *Comparative Education, *Educational Administration, *Educational Change, *Educational Development, Educational Finance, Educational Programs, Enrollment Trends, *Higher Education, Manpower Needs, National Surveys, Teacher Education, Technical Education, Vocational Education

Identifiers—*Republic of Korea

This study focuses on the changes of organizational structure and instructional programs in the field of higher education in Korea since the fall of the Rhee government in the spring of 1960. Other periods of higher educational development are: Japanese occupation; U. S. Military Government from 1945-1948; and, the Rhee government, from Korean independence to 1960. A final section provides a comparative view of Korean higher education. For example, the ratio of higher education enrollment to estimates of the population aged 20 to 24 is 5.7 in Korea, a higher ratio than such European countries as Spain, Italy, Poland, and Norway. A 24 page appendix provides selected data on institutions of higher education in Korea for 1963. (Author/DJB)

ED 054 024 SO 001 548

Gill, Clark C.

Education in a Changing Mexico.

Institute of International Studies (DHEW/OE), Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—OE-14139

Pub Date 69

Contract—OEC-5-99-131; OEC-3104-99-8

Note—134p.; Studies in Comparative Education Series

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Area Studies, *Comparative Education, *Developing Nations, Educational Administration, Educational History, Educational Needs, Educational Objectives, *Educational Trends, General Education, International Programs, Literacy Education, National Programs, National Surveys, *School Systems, Statistical Data, Teachers, Technical Education

Identifiers—Educational System, *Mexico

This report is divided into 11 chapters which describe the various elements of education in Mexico; additional chapters present the physical and social setting and a summary of the authors' conclusions. Tables, primarily 1964 figures, and references illustrate and append the text. Highlighted in the discussions are: 1) the closely linked educational, social, and economic goals of the Mexican Revolution, and the shared goals directed toward historically disadvantaged groups through agricultural, Indian, and technical education, cultural missions, and rural schools; 2) the proportion of the federal budget for education in 1966 was 25% as compared to only 5% in 1921; 3) The Eleven-Year Plan, adopted in 1959 and aimed at satisfying the need for elementary education, is moving ahead of schedule; 4) the Federal Government adopted new curricula for elementary, secondary, and normal schools in 1959 with over 100 million free textbooks and workbooks distributed by 1964; and, 5) 21,815 new classrooms were constructed from 1958-64, including internationally acclaimed semiprefabricated rural ones with furniture, teaching materials, and teacher's quarters. (Author/DJB)

ED 054 025 SO 001 549

Harrell, William A.

Educational Reform in Brazil. The Law of 1961.

Office of Education (DHEW), Washington, D.C.

Report No.—OE-14135

Pub Date 68

Note—58p.; Studies in Comparative Education Series

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Organization, *Area Studies, *Comparative Education, *Decentralization, Developing Nations, Educational Administration, *Educational Change, *Educational Legislation, Educational Trends, Environmental Influences, General Education, Governing Boards, Government Role, Higher Education, National Programs, National Surveys, Rural Urban Differences, Teachers

Identifiers—*Brazil, Educational Systems

On December 21, 1961 the Brazilian Congress passed the Law of Directives and Bases of National Education, implementing the educational provisions of the Constitution of 1946. This Law of 1961 was Brazil's first general education law and was widely publicized as decentralizing the administration of and the responsibility for Brazilian education, and providing for the needed degree of flexibility for the varied regional conditions within the country. It is with such reforms and trends in Brazilian education, following im-

plementation of the Law of 1961, that the present study is principally concerned. Part I describes the background of the national scene in which the Law of 1961 was to function. Part II discusses the system of education as it existed in 1961. Part III presents the provisions of the law, its implementation, beginning in 1962, at all levels of Brazilian education; and the implications for future educational development in Brazil. (Author)

ED 054 026

SO 001 562

Block, Jack
Understanding Historical Research: A Search for Truth.

Pub Date 68

Note—134p.

Available from—Research Publications, P.O. Box 801, Glenrock, New Jersey 07452 (\$4.50; Quantity Discounts)

Document Not Available from EDRS.

Descriptors—Critical Thinking, Higher Education, *History Instruction, *Independent Study, *Inquiry Training, Learning Activities, Problem Solving, Secondary Grades, *Student Research, Textbooks, *United States History

Identifiers—*Historical Methods

This book for social studies students from grades 8 through the early college years will aid them to identify primary and secondary sources of history and to inquire into what really happened in the past, and why. This enables students to get away from merely reading what several authors wrote about historical events or listening to how a few teachers relate what happened in the past. This book also shows how many social disciplines can contribute toward understanding the many dimensions of history. To assist the student in using the same tools and methods as the researcher this book provides discussion, with examples and ideas for further study, in the following areas: 1) primary sources; 2) historical criticism; 3) reaching conclusions; 4) synthesis; 5) statistics; 6) chronology; 7) character studies; 8) book reviewing; 9) preparing a research paper; and, 10) footnoting. An appendix is included which gives an example of a research study composed by a student. (Author/AWW)

ED 054 027

SO 001 616

Fischer, Joseph, Ed.

The Social Sciences and the Comparative Study of Educational Systems.

California Univ., Berkeley. School of Education. Spans Agency—California Univ., Berkeley. Inst. of International Studies.

Pub Date 70

Note—537p.

Available from—International Textbook Company, Box 30, College Department, Scranton, Pennsylvania, 18515 (\$10.00)

Document Not Available from EDRS.

Descriptors—Case Studies (Education), *Comparative Analysis, *Comparative Education, Educational Economics, Educational Research, Educational Sociology, *Interdisciplinary Approach, Political Power, Reference Books, Research Methodology, Social Sciences, *Social Systems, *Systems Analysis

Identifiers—Educational Anthropology, *Educational Systems

Aiming at the comprehension of schools as social, political, economic, and cultural systems, this book suggests that education does not constitute a separate academic discipline but is dependent upon the social sciences for its elucidation and for its comparative study. The book emphasizes interdisciplinary approaches within four social sciences for the study of social organizations such as schools. It includes theoretical and methodical chapters in each social science discipline which are followed by completed field research on schools that demonstrate procedures and test hypotheses. The focus is in on what schools actually reveal or what they are likely to reveal about the larger society. The following studies are included: 1) from Anthropology: Schools and Civilizational States, Education in Burma, and Role Stability and Change in an Indian University; 2) from Sociology: Some Considerations on the Comparative Sociology, Secondary Schooling and Educational Opportunity: Ghana and the Ivory Coast, Educational and Social Segmentation in Modern India, and Who Shall Be Educated? The Indonesian Case; 3) from Political Science: Political Science, Education, and Development, Teachers in Politics: The Southern

Nigerian Case, and The Clerk Mentality in Burmese Education; 4) FROM Economics: Economics in the Making of Educational Policy, and Chile's Search for Educational-Economic Consistency. (Author/AWW)

ED 054 028

SO 001 627

Husen, Torsten

Present Trends and Future Developments in Education: A European Perspective.

Ontario Inst. for Studies in Education, Toronto.

Report No—Occas-Pap-8

Pub Date 71

Note—48p.; The Peter Sandiford Memorial Lectures

Available from—The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto 5, Ontario, Canada (Paperback, \$2.00)

Document Not Available from EDRS.

Descriptors—*Comparative Education, Educational Innovation, Educational Objectives, *Educational Planning, *Educational Trends, Essays, Political Influences, School Role, School Systems, Socioeconomic Influences, *Systems Approach

Identifiers—Educational Systems, Europe, *Futurology

In these three lectures, the author approaches the study of the future with a respect for its intricacies and elusiveness, and discusses the schools of the future from social, economic, and political perspectives. The essays are entitled: The Purposes of Futurology Studies in Education; The School in Contemporary Society: A Swedish Point of View; and, Functions of the Schools of the Future. Topics discussed include the purposes for futurology, assumptions about society at large and education, educational developments in advanced European educational systems, and the problem areas of mass communication, health, family and leisure, bureaucratization, and manpower needs. (Author/DJB)

ED 054 029

SO 001 628

Canfield, James

Teaching a Course in Personal Economics.

Joint Council on Economic Education, New York, N.Y.

Pub Date 71

Note—77p.

Available from—Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036 (\$2.50, 1-9 copies; \$2.00, 10 or more copies)

Document Not Available from EDRS.

Descriptors—Citizenship, *Consumer Economics, *Consumer Education, *Decision Making Skills, *Economic Education, Economics, Fundamental Concepts, Labor Economics, *Money Management, Secondary Grades, Teaching Guides

This teacher's guide, one of a series on personal economics, is a refinement of a course of study in personal economics prepared for the Fairfield School, Lancaster, Ohio. An introduction describes the structure of personal economics by offering a definition, discussing the ideas and concepts involved, and setting out a process for analyzing personal economic decisions. In 22 lessons, the course content focuses on the individual's decision-making process and participation in economic life in the roles of worker, consumer, and citizen. Emphasis is placed on his activities of earning, spending, borrowing, saving, investing, and influencing collective decisions. Each lesson follows the pattern of: I.) Teacher Background, and II.) Lesson Plan. The latter includes: Aim, Presentation, Further Readings, and Questions for Students. The final lesson, The Citizen—Personal Responsibilities, has students discuss some of the attributes of good citizenship. One of those stated refers to the acceptance of the responsibility for the maintenance and improvement of a competitive economic system assisted and regulated when necessary by governmental action. The test (to be used for pre- and post-testing) recommended is described in SO 001 629. Other guides in the series are: Teaching Personal Economics in the Social Studies (ED 052 101); ... in the Business Curriculum; and, ... Home Economics Curriculum. (JLB)

ED 054 030

SO 001 629

Test of Understanding in Personal Economics: Interpretive Manual and Discussion Guide, and Test Form.

Joint Council on Economic Education, New York, N.Y.

Pub Date 71

Note—39p.

Available from—Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036 (Test, \$5.00 (Pkg. of 25); Manual, \$1.50)

Document Not Available from EDRS.

Descriptors—*Achievement Tests, Business Education, *Consumer Economics, *Consumer Education, Home Economics Education, Manuals, *Money Management, Social Studies, *Tests

This test was developed in conjunction with the series of Guides for teaching personal economics in the social studies, business, and home economics curricula. The test itself consists of 50 multiple choice questions selected as having greatest validity for evaluation and representing the best balance among what should be measured to indicate competency in personal economics as defined in the Guides. The interpretive manual explains the development and use of the test, instructions for test administration and scoring, and an item-by-item rationale. Also provided are normative data which resulted from administration of the test to high school students in the country who had not as yet been exposed to classes based on these Guides. These data included as an aid to the teacher and should not be considered as standards for achievement. An Answer Sheet, hand scoring key, and a Users' Report Form are included in the manual. (See SO 001 628 for related documents.) (JLB)

ED 054 031

SO 001 652

Haller, Elizabeth S., Comp.

American Diversity: A Bibliography of Resources on Racial and Ethnic Minorities for Pennsylvania Schools.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of General and Academic Education.

Pub Date 70

Note—250p.; Reprint

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—African American Studies, American Indians, Annotated Bibliographies, Audiovisual Aids, Biographies, *Ethnic Studies, Fine Arts, General Education, *Group Relations, *Intergroup Education, Jews, Literature, Mexican Americans, *Minority Groups, Puerto Ricans, Resource Guides, Resource Materials, Social Studies, *United States History

Identifiers—Oriental Americans, Pennsylvania

This bibliography has been compiled to assist school personnel in locating resources to implement the Curriculum Regulation adopted by the Pennsylvania State Board of Education in May 1968. This regulation requires that each course of the history of the United States and of Pennsylvania taught in the elementary and secondary schools include the major contributions made by Negroes and other racial and ethnic groups. Sections are devoted to each of the major minorities, multi-ethnic materials for two or more of these groups, and a sampling of the many ethnic groups which have contributed to American cultural diversity. The final section lists resources for intergroup education to provide perspective, background content, and suggested methodology to assist school personnel in the implementation of the Curriculum Regulations, appended. The sections are sub-divided into these categories: Social Interpretation, History, Biography, Arts (Art, Drama, Music, Literature), Fiction, Guides, Teaching Units, Bibliographies, and Audiovisual Materials. This guide expands the original resource guide, From Slavery to Protest, designed to incorporate African American materials with those on other minority groups. (Author/DJB)

ED 054 032

SO 001 653

Haller, Elizabeth S.

American Culture: What? Why? How?

Pennsylvania State Dept. of Education, Harrisburg.

Pub Date 70

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Culture, *Cultural Education, *Educational Legislation, General Education, Interdisciplinary Approach, Secondary Grades, Social Sciences, *Social Studies, *State Curriculum Guides, United States History

Identifiers—*American Studies, Pennsylvania

The General Curriculum Regulations of 1969 (effective July 1, 1969) state that there shall be four required units in Social Studies, two of which shall be designated as American or United States Culture, taught as interdisciplinary studies with concepts taken from the various social sciences. Since this section of the regulations has raised a number of questions, this pamphlet attempts to clarify by answering the following: 1) What is meant by American Culture? 2) How may the American Culture courses be made interdisciplinary? 3) Are there suggested ways of organizing American Culture courses? and, 4) What changes in the typical course sequence are indicated by the new regulations? (Author/DJB)

ED 054 033 SO 001 706

Newmann, Fred M. Oliver, Donald W.
Clarifying Public Controversy: An Approach to Teaching Social Studies.

Pub Date 70
Note—364p.; American Education Publications Public Issues Series
Available from—Little, Brown and Company, 34 Beacon Street, Boston, Massachusetts 02106 (Cloth, \$7.95)

Document Not Available from EDRS.

Descriptors—Case Studies, Citizenship, Communication (Thought Transfer), Concept Teaching, *Discussion (Teaching Technique), Discussion Experience, *Episode Teaching, Group Discussion, Persuasive Discourse, Secondary Grades, *Social Problems, *Social Studies, Teaching Techniques, *Values
Identifiers—*Controversial Issues, Harvard Social Studies Project, Values Education

This book presents a rational discussion process approach to the teaching of specific social controversies in the social studies in secondary schools. The authors provide an in-depth analysis of this approach which includes both theory and application. The introductory chapters place the discussion process framework within terms of American values and public issues, however, no presumption is made to solve complex philosophical questions. The emphasis is on the existence of controversy as an important contribution to society with citizenship education attempting to influence people, but not indoctrinate them. The book deals extensively with the problem of making value decisions and helps the high school teacher to develop his students strategies for justifying and challenging their views. Actual case material for use in the classroom is included along with example evaluative instruments for the purpose of illustrating how the discussion process operates in real arguments and teaching situations. (Author/AWW)

ED 054 034 SO 001 721

Mesa Verde: A Study of Man in an Agricultural Setting. Student Manual.

Health Services and Mental Health Administration (DHEW), Bethesda, Md. Community Health Services.

Pub Date Aug 66
Note—67p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indian Culture, *Archaeology, Enrichment Activities, *Ethnic Studies, Secondary Grades, *Social Studies Units, Tribes

Identifiers—Anasazi, Colorado, *Mesa Verde

This student manual contains information and guides to assist the secondary student in functioning as an archeologist. Included are fables, pictures for analysis, a time line and description of the pre-history of Mesa Verde, Colorado. The manual concludes with artifact identification word sheets. A related document is ED 001 722. (AWW)

ED 054 035 SO 001 722

Mesa Verde: A Study of Man in an Agricultural Setting. Library Packet.

Health Services and Mental Health Administration (DHEW), Bethesda, Md. Community Health Services.

Spons Agency—Charles F. Kettering Foundation, Dayton, Ohio.

Pub Date Aug 66
Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indian Culture, *Anthropology, *Ecology, Enrichment Activities, *Ethnic Studies, Instructional Materials, Secondary Grades, *Social Studies Units, Tribes

Identifiers—Anasazi, Colorado, *Mesa Verde

This collection of secondary readings contains general information about the ecology of living space, and specific information about the prehistoric ecology of Mesa Verde, Colorado. There is also a section on how anthropologists use trees to date artifacts. A related document is indexed as ED 001 721. (AWW)

ED 054 036 SO 001 726

Moskowitz, Jack W.

The New Mood of Black America.

Minneapolis Public Schools, Minn.

Pub Date 69

Note—121p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Activism, *African American Studies, *Black Community, *Black Power, *Current Events, Economic Factors, Ethnic Studies, Grade 9, Human Relations, Negro Culture, Negro History, Political Power, Race Relations, Secondary Grades, Social Studies Units, Supplementary Reading Materials

This is a collection of articles, excerpts, poems, essays, and short stories dealing with the increasingly militant and aggressive posture now being assumed by certain segments of the Black community. It attempts to reflect, for the teacher and student, the direction in which great masses of Black Americans are currently moving. The initial chapter, Some Historical Considerations, attempts to compare the Black Revolution today with certain aspects of the American Revolution. Chapter two, Black Power, discusses various interpretations of this concept. Chapters three and four are concerned with the economic and political implications of Black Power. Chapter five, Brothers, discusses the legacy of Malcolm X and closes with statements concerning other alternatives open to Black America. Expression, chapter six, contains several poems and a discussion of the national controversy over the proper name for Americans of African descent, Negro vs. Afro-American vs. Black. The collection is designed to clarify the specific teaching episode prepared for grade 9 during the 1968-69 school year by the Task Force and will serve as a beginning in contemporary race relations. (Author/SBE)

ED 054 037 SO 001 767

Rice, Marion J. Bailey, Wilfrid C.

The Development of a Sequential Curriculum in Anthropology, Grades 1-7. Final Report.

Georgia Univ., Athens.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Pub Date 1 May 71

Contract—OEC-4-10-204

Note—203p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Academic Achievement, *Anthropology, Cognitive Development, Cognitive Measurement, Concept Teaching, *Curriculum Development, *Curriculum Evaluation, Deductive Methods, Elementary Grades, Evaluation Criteria, Inductive Methods, Inservice Teacher Education, *Projects, *Social Studies

Identifiers—*Anthropology Curriculum Project

The summary final report of the Anthropology Curriculum Project is intended to provide an account of accomplishments and findings. The purpose of the Project was to develop and field test systematic content in anthropology for elementary social studies, with progressive development centered on mastery of the fundamental concepts and their application. Procedures included: 1) identification of major concepts and propositions in the discipline of anthropology; 2) determination of a sequence; 3) development of material for pupil and teacher use; 4) training of teachers; and, 5) evaluation of units based on observation and pupil and teacher feedback. The formal evaluation of the project utilized a pre- and post-test treatment design with the experimental variable teacher training in anthropology. Summaries of seven studies are appended here, and reviewed in ED 045 512. The project staff interprets the results to indicate the following: 1) the subject matter is interesting; 2) students are stimulated by a technical, cognitive approach to teaching; 3) anthropology may be presented as a scientific discipline; 4) the single discipline approach is suitable; 5) the materials are adapted to use by teachers without training in anthropology; and, 6) the materials provide a framework for encouraging

growth in anthropological understanding. (Author)

ED 054 038 SO 001 840

Tompson, Richard S.

Classics and Charity: The English Grammar School in the 18th Century. Final Report.

Michigan Univ., Ann Arbor. Dept. of History.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-5-8442

Pub Date Sep 66

Contract—OEC-5-10-332

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classical Languages, Curriculum Development, Educational Change, *Educational Development, Educational Finance, *Educational History, Educational Legislation, Elementary Education, General Education, School Role, School Surveys, *Secondary Education, Transitional Schools, Tuition Grants
Identifiers—*England, English Grammar Schools

The aim of this study was to examine English secondary education and its emergence in modern form in the 18th century. Three hundred thirty-four grammar schools (more than 50% of those in the 18th century) in 15 counties comprised the sample. County records, educational essays, and other sources were consulted for a general survey of, among other things, changes in curriculum and charity provisions. The study concludes with a new perspective on 18th century grammar schools: 1) they frequently engaged in curriculum changes, adding English grammar, math, modern languages, and technical subjects to the Greek and Latin curriculum; 2) grammar school charity resources failed to expand sufficiently in the 18th century; and, 3) the relatively fluid state of the grammar schools was itself changed and hardened, circa 1800. This delayed further reform of the schools for at least a generation and tended to mask the positive efforts of the 18th century. Appended are primary source locations and a selected list of titles of secondary sources; full bibliographic listings are included in the author's 1967 doctoral thesis, University of Michigan, based on this study. (Author/DJB)

ED 054 039 SO 001 841

Toward a Social Report.

Department of Health, Education, and Welfare,

Washington, D.C.

Pub Date Jan 69

Note—118p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$5.55)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Art, Crime, Economic Disadvantage, Education, *Government Publications, Health Conditions, Housing, Income, *Measurement Techniques, Pollution, *Public Policy, Reports, Scientific Enterprise, *Social Change, *Social Characteristics, Social Mobility, Social Problems, Social Sciences

Identifiers—Alienation, Quality of Life, Social Goals, *Social Indicators, Social Justice

This report, prepared at the request of President Johnson, represents an attempt by social scientists to look at several important aspects of the quality of American Life, and digest what is known about progress toward generally accepted social goals. It is not in itself a social report, but a step toward the development of a social report and a comprehensive set of social indicators. These could not only satisfy curiosity about how we are doing, they could also improve public policy making by: 1) providing more visibility to social problems and, 2) making possible better evaluation of public programs. The report deals with such areas as: health and illness; social mobility; the condition of the physical environment; including pollution and housing; income and poverty; public order and safety; learning, science, and art; and participation and alienation. An appendix discusses how we can do better social reporting in the future by pointing out how current statistics are deficient for this purpose, and indicating the specific ways in which social indicators can be used to determine public policy. (Author/JLB)

ED 054 040

SO 001 843

Gray, Charles E. Youngs, Richard C.
Instructional Strategies for Creative Hypothesizing: A Training Program. Final Report.
Illinois State Univ., Normal.

Pub Date Aug 71

Note—163p.; Experimental Project 178

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Creative Teaching, Elementary School Teachers, Hypothesis Testing, *Inquiry Training, Inservice Teacher Education, *Microteaching, Preservice Education, *Problem Solving, Secondary School Teachers, *Teacher Education, Teaching Skills, Teaching Techniques

Identifiers—Creative Hypothesizing, Teacher Education Project

The purpose of this two-year research project at Illinois State University was to develop a concise training program designed to enhance the ability of teachers to facilitate problem-solving behaviors on the part of elementary and secondary school pupils, with particular emphasis on creative hypothesizing. Specifically, the program was designed to alert teachers to the importance of instruction for creative problem solving, provide them with a sound rationale, and equip them with a repertoire of appropriate teaching strategies and skills. A concise instructional sequence was developed by means of a sequential training instruction feedback revision cycle. Teacher Education students in a junior year participation program were the experimental subjects. It involved direct presentation of content, demonstration of process, analysis of progress, modeling, and micro-teaching. It dealt with establishing classroom climate, thinking activities based on the Structure-of-Intellect model, brainstorming, attending to the problem, examining the problem from various vantage points, and included techniques for peer and leader evaluation of micro-teaching experiences. The following materials were produced: 1) Leaders' Syllabus; 2) Trainee Materials; and 3) A set of Divergent Transformation Activities. (AWW)

ED 054 041

SO 001 844

Harris, Thomas M.

A Follow-Up of Psychology Majors Graduated from the LaCrosse State University, 1965-1968 for the Purpose of Evaluating the Undergraduate Psychology Program. Final Report.

Wisconsin State Universities Consortium of Research Development, Stevens Point.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-2728-20

Pub Date 30 Oct 69

Grant—OEG-3-6-062728-2129

Note—40p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Curriculum, College Graduates, College Majors, College Students, *Curriculum Evaluation, Followup Studies, *Graduate Surveys, Higher Education, *Psychology, Relevance (Education), *Social Sciences, Social Work, Student Attitudes, Undergraduate Study, *Vocational Followup

Identifiers—*CORD Project

The purpose of this study was to survey student and graduate feelings about the undergraduate psychology curriculum in order to facilitate curriculum revision, to propose student participation in planning, and to improve student advising. The objectives were to determine: 1) the usefulness of the curriculum for graduate study or employment; 2) which courses were most useful specifically for graduate study, social work, or business; and, 3) whether the curriculum would emphasize preparation of the student for graduate study or for varied employment. A 150 item questionnaire requesting information on present activities, future goals, and an evaluation of the courses and educational experience was sent to all 74 psychology majors ever graduated from Wisconsin State University-La Crosse, and 58 present undergraduates. Twenty-seven general questions were included asking how to improve the curriculum, student-faculty relations, and balance in the Department, and inviting opinions regarding student participation in curriculum decisions, a psychology club, and other areas. It was found that the largest group of graduates goes into social work, not psychology; students desired more practical experience, field placement, and more job-related courses with only 21% having pursued

graduate study; and, student participation, independent study, the club were strongly favored. Tables indicate the usefulness of the individual courses with respect to graduate study, social work, and business. (Author/SBE)

ED 054 042

SO 001 849

Current Publications in Population/Family Planning, Number 15.

Population Council, New York, N.Y.

Pub Date Aug 71

Note—4p.

Available from—The Population Council, 245

Park Avenue, New York, New York 10017

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Abortions, *Abstracts, *Annotated Bibliographies, Book Reviews, Contraception, *Demography, *Family Planning, Population Growth, *Population Trends

Identifiers—*Population Control, Population Education, Population Policies

This generously annotated bibliography of books, reports, and journal articles is divided into the following subject areas: 1) Demography and Social Science; 2) Human Reproduction and Fertility Control; 3) Family Planning Programs; 4) Population Policy; and, 5) General. Throughout these areas are works on demography and population control in foreign countries, such as Latin America, Thailand, India, and Pakistan. Several items on various aspects of abortion are included. There are 36 entries in all. (SO 001 850 and ED 049 101 are earlier numbers in the same series.) (JLB)

ED 054 043

SO 001 850

Current Publications in Population/Family Planning, Number 14.

Population Council, New York, N.Y.

Pub Date Jun 71

Note—4p.

Available from—The Population Council, 245

Park Avenue, New York, New York 10017

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abstracts, *Annotated Bibliographies, Book Reviews, Contraception, *Demography, *Family Planning, Genetics, Population Growth, *Population Trends

Identifiers—*Population Control, Population Education, Population Policies

This annotated, 30-item bibliography of books, reports and articles is divided into topics identical to those described in SO 001 849. Notable among the items in this issue are: the Proceedings of the Fifth Princeton Conference on Population Genetics and Demography; a journal article on the genetic implications of population control; and several items dealing with the physiological effects of oral contraceptives. ED 049 101 is another document in the same series. (JLB)

ED 054 044

SO 001 852

Moore, Donald R. And Others

The Metro School. A Report on the Progress of Chicago's Experimental "School Without Walls."

Urban Research Corp., Chicago, Ill.

Pub Date 71

Note—99p.

Available from—Center for New Schools, 431 South Dearborn, Suite 1527, Chicago, Illinois 60605 (\$6.25)

Document Not Available from EDRS.

Descriptors—*Community Resources, *Community Study, Educational Programs, Experimental Programs, *Experimental Schools, Private Schools, Public Schools, *School Community Relationship, Secondary Grades, *Urban Schools

Identifiers—Alternative Schools, Chicago, Illinois, *Metro School

The Metro School's educational program is built on these premises: 1) students must have control over the directions of their own learning; and, 2) resources of the city, including businesses, cultural institutions, and community organizations must become a laboratory for learning. Three of the documentary reports of the program are included in this publication: 1) the Metro Catalog which is a guide to resources, courses, and units for the student; 2) the First Semester which describes and analyzes the progress and problems of Metro from February to September 1970; and, 3) the Rationale and Program which was written September 1969 as the initial statement of goals and plans. In addition, newspaper articles about the school are included

along with teacher selection and contract criteria, formative evaluation memos, and a statement of the organization and purpose of the Urban Research Corporation. (VLW)

ED 054 045

SO 001 876

Alternative Press Index: An Index to the Publications Which Amplify the Cry for Social Change and Social Justice. Volume 2, Number 3.

Radical Research Center, Northfield, Minn.

Pub Date 71

Note—101p.

Available from—Radical Research Center, Carleton College, Northfield, Minnesota 55057 (\$6.00; Higher Group/Institutional Rates)

Document Not Available from EDRS.

Descriptors—Bibliographies, *Indexes (Locators), *Periodicals, *Political Issues, *Social Problems

Identifiers—*Alternative Press, Controversial Issues

This quarterly index provides subject access to individual articles and reviews which appeared from July to September 1970 in 100 alternative periodicals. Since the last issue of the index, 30 new periodicals have been added. These additions reflect some of the areas which the index has not covered sufficiently in the past: gay liberation, women's liberation, the Chicano movement, the third world, Blacks, American Indians, and radical-professionals. Articles are indexed under a number of subject headings. Each entry contains author, title of article, periodical title, issue number, and date. Among the periodicals indexed are: Berkeley Tribe, Center Magazine, Dissent, Earth Times, I. F. Stone's Biweekly, New Left Review, New York Review of Books, and This Magazine is About Schools. (JLB)

ED 054 046

SO 001 878

The Newburyport Massachusetts Plan for Consumer Education.

Newburyport School Committee, Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston.

Pub Date Oct 70

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Consumer Economics, *Consumer Education, *Curriculum Development, Economic Education, Elementary Grades, *Money Management, *Pilot Projects, Program Descriptions, Secondary Grades

Identifiers—Massachusetts, Newburyport Project for Consumer Education

The Newburyport Project for Consumer Education, a pilot project conducted under the auspices of the Newburyport School Committee and the Massachusetts Department of Education, is described in this brochure in terms of the project's rationale, history, and implementation. The three-year project, now in its second year, is based on two principles: 1) consumer education should be for all students at all stages of their school experience and cut across subject boundaries from K-12, and 2) in order to be truly effective, this program should include elements from outside the education community. During the initial stages of the project, local teachers worked on identifying concepts and determining their applicability at various grade levels. Later, they developed curriculum units which were then tried out in various grades. In-service teacher education has been an important part of the project. In addition to teachers presently associated with the project, curriculum development will involve other teachers within the system, students, parents, business people, and the community at large. Complete elements of the teaching guide will be implemented and evaluated by teachers from the project staff. Later, the materials will be tested by a group of representative teachers not associated with the project. A list of personnel associated with the project is included in the brochure. (JLB)

SP

ED 054 047

SP 005 128

Bowman, Garda W. Anderson, Wilton

Structured Career Development from Teacher Aide to Teacher—And Beyond.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0490

Pub Date Aug 71

Contract—OEC-0-8-080490-3706(010)

Note—60p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Ladders, *Career Opportunities, Nonprofessional Personnel, *Paraprofessional School Personnel, *Program Development, *Teacher Education

In the first of the two papers in this monograph, the author describes the concepts of career ladders and career lattices for paraprofessionals in education and the ways in which these concepts have been implemented in the past few years. Various aspects of implementation are examined, including functions performed, requirements for advancement, training, compensation, recruitment and selection, evaluation, and credentials and certification. Because this is a relatively new development in education, some potential problems are considered, with suggested strategies for dealing with them. Finally, the various benefits resulting from a career ladder and paraprofessional program are discussed as they apply to the student, the paraprofessional, the professional, the institution, and the community. The second paper describes in more detail the Career Opportunities Program of the U.S. Office of Education. The operation of the program is discussed and trends for the future are considered, including the use of differentiated staffs in team teaching and informal classrooms, the role of state agencies, revisions in teacher certification, the increased use of local funds, the effect of career lattices on school salary structure, and modifications in teacher training programs. There are four appendices and a bibliography. (MBM)

ED 054 048 24 SP 005 137

EPDA: The Stanford Institute on Teaching for Reflective Thinking. Directors Report.

Stanford Univ., Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-4-1652

Pub Date 71

Grant—OEG-0-9-141652-1816-725

Note—151p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Classroom Observation Techniques, *Decision Making Skills, Effective Teaching, *Elementary School Teachers, Information Seeking, *Inservice Teacher Education, Logical Thinking, *Problem Solving, Student Ability, Teacher Workshops, *Teaching Techniques Identifiers—Uncertainty Studies Project

The Institute was 1) to provide a group of 13 experienced teachers with techniques for teaching elementary school students to recognize and define problems, and 2) to work closely with these teachers, evaluating the effectiveness of their teaching techniques over a period of 1 year. A series of workshops used reading, films, discussion, and microteaching to develop the following concepts and skills: generation of warranted uncertainty, generation of alternative responses to a given problem, ability to ask questions, use of nonverbal techniques to promote warranted uncertainty in others, ability to distinguish between fact and inference, and strategies for teaching these concepts and skills to children. Evaluation of the institute by participants was very favorable. Several research projects being carried out in cooperation with the Uncertainty Studies Project involve the development of an observation instrument to measure the use of warranted uncertainty techniques by teachers, an analysis of the effectiveness of different teaching styles using warranted uncertainty techniques, and a determination of the correlates and predictors of elementary school students' ability to generate warranted uncertainty. Appendices contain a list of participants, a schedule, copies of handouts that accompanied teaching demonstrations, an initial version of the observation instrument, and copies of texts of warranted uncertainty taken by elementary school students. (RT)

ED 054 049 SP 005 138

Stieber, Gertrude N. Hartung, Audrey
Economic Status of the Teaching Profession, 1970-71.

National Education Association, Washington, D.C. Research Div.
Report No—RR-71-R4

Pub Date 71

Note—87p.

Available from—Publications-Sales Section, NEA, 1201-16th St., N.W., Washington, D.C. 20036 (Stock No. 435-25470; \$2.00, discount on quantity orders)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—College Teachers, Family Income, *National Surveys, *Professional Occupations, Public School Teachers, *Salaries, *Teacher Salaries

This report is divided into five major sections. The first, called "Significant Economic Indicators," is concerned with trends in series of data which measure the condition of the national economy. It includes national income and product tables, manpower output, employment and unemployment, consumer prices, and data on family budgets. Section II concerns information on salaries paid members of the teaching profession in elementary and secondary public schools, the faculties of degree-granting colleges and universities, and public junior colleges. Salary trends are shown on the basis of both salaries paid and salaries scheduled. Section III provides available information on comparisons of salaries of the teaching profession with earnings of other professional groups. It is further subdivided into tabulations covering salary differences by sex, educational attainment, and earnings of beginning inexperienced teachers and other workers. Section IV provides a limited amount of information on family and household incomes on national, state, and regional bases. Section V covers selected information on weekly and hourly earnings of major elements of the work force compared with the estimated average weekly earnings of teachers. It also includes information on the relationship between union and non-union earnings for selected occupational groups. (Author/RT)

ED 054 050 SP 005 142

Instructional Technology in Teacher Education. Education/Industry Cooperation.

Associated Organizations for Teacher Education, Washington, D.C.

Pub Date Dec 70

Note—15p.; Report on Task Force on Instructional Technology, Associated Organizations for Teacher Education

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Needs, *Instructional Technology, *Teacher Education

This task force report adopts the definition of instructional technology presented by the President's Commission on Instructional Technology and outlines a series of educational problems which demonstrate the need for increased use of instructional technology. A list of six benefits of instructional technology for education, also taken from the report of the President's Commission on Instructional Technology, is used as a basis for recommending changes in teacher education to include more use of and instruction in educational technology. The report concludes with a list of recommendations for teacher educators, industry representatives, and teacher organizations. (RT)

ED 054 051 SP 005 143

Olsen, Hans C. And Others

The Teaching Clinic: A Team Approach to Improved Teaching.

Association of Teacher Educators, Washington, D.C.

Report No—Bull-30

Pub Date 71

Note—39p.

Available from—Publications-Sales Section, NEA, 1201-16th Street, N.W., Washington, D.C. 20036 (Stock No. 867-24484; \$1.25, quantity discounts)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Inservice Teacher Education, *Teacher Education, *Teaching Experience, Teaching Skills, *Team Training Identifiers—Barbour Observer Schedule, *Teaching Clinics

The teaching clinic is a group of teachers and supervisors working together in an organized way to assist each group member to improve his teaching skills. It consists of five phases: the Planning Session, Observation Session, Critique Preparation Session, Critique Session, and Clinic Review Session. The suggested time for the

complete sequence is about 2 hours. Participants include both teachers—either preservice or inservice—and supervisors. Members of the teacher group have two roles open to them: demonstration teacher and observer. Three roles—clinic leader, resource specialist, and coordinator—are filled by the supervisor group. In a typical sequence the demonstration teacher prepares a lesson plan and shows it to the entire group during the 10-minute Planning Session, while decisions are made as to what type of data observers will collect. Then the demonstration teacher teaches a 25-minute lesson. The 10-minute Critique Preparation Session allows the demonstration teacher to prepare his own lesson critique, while the others assemble their data. During the 40-minute Critique Session, the clinic leader and coordinator guide participants in an objective evaluation of the lesson, using data collected by the observers. During the 20-minute Clinic Review Session, it is the responsibility of the resource specialist to evaluate the clinic itself and to assist in planning future ones. (RT)

ED 054 052 SP 005 147

Hixon, Lawrence B. And Others

Role and Status of Teacher Aides in Selected New York State School Districts.

State Univ. of New York, Ithaca. Agricultural Education Div. at Cornell Univ.

Pub Date May 71

Note—32p.

Journals Ctr—Search; v1 n8 May 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Differentiated Staffs, *Paraprofessional School Personnel, *Personnel Evaluation, *Staff Role, *Teacher Aides

The data in this study of the role and status of teacher aides were taken from six consolidated city school districts, 14 suburban central schools, and 36 rural central school districts in New York State. Questionnaires were received from 133 principals, 650 supervising teachers, and 407 teacher aides. The data did not disclose large differences according to the type of district. Teacher aides were assigned equally to experienced and inexperienced teachers, and slightly less than 75 percent served more than one teacher. Preparation was generally by inservice training, and there was little study of the larger aspects of education, although more than half the aides did some actual teaching. Most aides were middle-aged married mothers who were high school graduates, often with some higher education. Nearly 95 percent of the aides were paid, but most received no fringe benefits. Recruitment was usually through school personnel offices or by word-of-mouth. Aides often felt isolated and would welcome greater opportunities. The study includes detailed data, together with a full examination of teacher-aide activities. It concludes with an examination of some of the issues and conflicts, including the problems of what the real role of the teacher aide should be, whether more formal training should be provided, and development of the teacher-aide program during the next decade. (MBM)

ED 054 053 SP 005 149

Brown, George I.

Affectivity, Classroom Climate, and Teaching. American Federation of Teachers, Washington, D.C.

Pub Date May 71

Note—30p.; Educational Monograph Series No. 6 Available from—AFT Order Dept., 1012-14th St., N.W., Washington, D.C. 20005 (EMS #6; \$0.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Affective Behavior, *Affective Objectives, Classroom Techniques, Relevance (Education), *Teaching Techniques

This paper defines "confluent education" as the integration of the affective and cognitive elements and discusses the complications of over-emphasizing either the affective or cognitive aspect to the detriment of the other. The author presents an overview of techniques in affective learning and suggests ways to integrate such techniques into conventional classroom practice and content. He suggests two general questions for teachers to ask themselves: 1) What possible relevance does this content or material have to the present lives of my students? 2) How do my students feel about this content or material? He cites several programs that are working to emphasize the affective element. These include

the Affective Education Project in the Philadelphia public schools and a program called Development and Research in Confluent Education (DRICE) at the University of California at Santa Barbara. Finally, the author suggests the creation of a national clearinghouse for information on introducing affective learning experiences into teaching. (RT)

ED 054 054

SP 005 201

Holl, Clyde W.

How To Implement Change. A Position Paper.

Pub Date Jun 71

Note—22p.; Paper presented at National Workshop on Comprehensive Vocational Education Development and Utilization, June 1971, Washington, D.C.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Change Agents, *Educational Change, Performance Contracts

This paper describes the science of managed change and how this technique can be applied to educational situations. It also points out current educational problems to which this science of change should be applied. The initial step of a managed change in a client system is the examination of the present state of affairs and an analysis of possible "driving" and "restraining" forces. The establishment of a relationship of mutual respect between change agent and client system is an important next step. After a successful relationship has been established, the third step involves collecting information to clarify and diagnose the client system's problems, examining alternative routes and goals, establishing goals and intentions of action, and transforming intentions into actual change efforts. Concluding steps involve stabilizing the change and withdrawal of the change agent. An example of such planned change is the performance contract with Behavioral Research Laboratories to run Banker Elementary School in Gary, Indiana. This change is analyzed in terms of the steps outlined above. (RT)

ED 054 055

SP 005 205

Crandall, Curtis R. Shibata, Kenneth E.

A Guide to Implementing the Video Inservice Program (VIP).

Nebraska Educational Service Unit 6, Millford. Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [69]

Note—21p.; ESEA Title III project no. 68-6291

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Change, Guidelines, *Inservice Teacher Education, *Self Evaluation, *Teacher Behavior, Teacher Evaluation, *Video Tape Recordings

This guide suggests administrative techniques for adopting the Video Inservice Program (VIP) in a local school system and some human relation techniques in assisting teacher self-appraisal. Successful implementation of the VIP depends on the selection and training of a competent Staff Development Counselor. After training, the Staff Development Counselor will assist the teachers in using the VIP self-appraisal instrument and in identifying their inservice needs. He will also be responsible for the technical aspects of videotaping. Another important ingredient for success is the school administrator who must provide the time and materials necessary for teacher to learn new teaching behaviors. The relationship between the teacher and the Staff Development Counselor should be one of mutual respect and trust. The training sequence will include an initial videotape to identify behaviors to be changed; selection and use of training materials, such as the Far West Laboratory minicourses; microteaching to practice the new behaviors; and finally, classroom teaching using the new behaviors. (A related document is ED 029 824 which contains a Teacher Guide for Self-Appraisal and the Instrument for Teacher Self-Appraisal.) (RT)

ED 054 056

SP 005 209

Voight, Ralph Claude

Invitation to Learning: The Learning Center Handbook.

Pub Date 71

Note—155p.

Available from—Acropolis Books, Ltd., 2400-17th Street, N.W., Washington, D.C. 20009 (\$4.95)

Document Not Available from EDRS.

Descriptors—*Centers of Interest, *Classroom Arrangement, *Individualized Instruction, *Learning Laboratories

Identifiers—*Learning Centers

This book is intended as a guide for teachers who want a practical aid to individualization of learning. Its primary focus is on the specific steps needed to implement learning centers. This includes planning, scheduling, teacher-student relationships, student evaluation, and finding and using materials. The book is divided into four sections. Section I discusses the theory and gives a brief history of the learning center. Section II offers practical and realistic hints and tips relative to getting under way, while Section III presents numerous examples of "child-tested" learning centers. Section IV reviews the most asked questions about learning centers. The book contains many diagrams, illustrations, and charts. (RT)

ED 054 057

SP 005 210

[Courses of Study in Teacher Education.]

Governors State Univ., Park Forest South, Ill.

Pub Date 71

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Course Organization, Education Courses, Elementary School Teachers, Field Experience Programs, *Preservice Education, *Teacher Education Curriculum, *Team Training, Urban Teaching

This document contains four separate reports on different aspects of the teacher education program at the new Governors State University. The first report describes a "learning team," which is to consist of approximately 14 individuals—both professors and students—who have come together because of common interests in a given profession. The team would determine its own goals and curriculum and organize activities. An example is given of the membership, objectives, and activities of an urban education learning team. The second report describes in some detail the role and functions of the Teacher Education Center in the College of Human Learning and Development. Although the Center's primary responsibility is in preservice instruction, it also has responsibilities in the areas of inservice education and research. The third report entitled "The Public Elementary School as a Center for Teacher Training and Education Development" proposes the use of public schools as laboratory schools and discusses the organizational implications of such a step. The fourth report defines a "learning module" and then lists 58 tentative learning modules for programs in the College of Human Learning and Development in 1971-72. (RT)

ED 054 058

SP 005 212

Robinson, Floyd And Others

Volunteer Helpers in Elementary Schools. A Survey of Current Practice in the Niagara Region of Ontario and An Analysis of Instructional Roles.

Ontario Inst. for Studies in Education, Toronto.

Pub Date 71

Note—33p.; Profiles in Practical Education No. 1 Available from—OISE, 252 Bloor Street West, Toronto 5, Ontario Canada (\$1.25, 10 percent discount on 5 or more copies to educational organizations)

Document Not Available from EDRS.

Descriptors—Administrator Attitudes, *Elementary Schools, *Paraprofessional School Personnel, Parent Participation, Principals, Recruitment, *Staff Utilization, *Surveys, Teacher Attitudes, Teacher Role, *Volunteers

Identifiers—Canada, Wider Public Involvement In Formal Education

This study was one of a series conducted by the Niagara Centre, Office of Field Development of the Ontario Institute for Studies in Education in 1969-70 as part of a major project entitled "Wider Public Involvement in Formal Education." In February 1970 a telephone survey of 100 Niagara region elementary schools revealed that 48 used volunteers in some aspect of their program. From March to June 1970 a project officer from the Centre visited 39 of these schools and interviewed the principals, using a structured questionnaire which covered such matters as the origin of the volunteer program, selection criteria, ways of recruiting volunteers, functions and tasks assigned to volunteers, effect of volunteer participation on pupils and on the role and

work load of teachers, problems encountered, and future plans. An important part of the study was a detailed classification system which attempted to classify each volunteer activity according to the kind of pupil grouping involved, the kind of program, and whether regular or specific instruction was involved. In addition to summaries of questionnaire results, this report contains nine brief case studies and guidelines for conducting a similar survey which include a copy of the questionnaire and the classification scheme with directions for using each. (RT)

ED 054 059

SP 005 213

Lohman, Maurice A. Kirkpatrick, Carolyn

A Cost Analysis of Teacher Education at the City University of New York.

City Univ. of New York, N.Y. Div. of Teacher Education.

Report No.—R-71-6

Pub Date May 71

Note—63p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cost Effectiveness, Education Courses, Graduate Study, Liberal Arts, *Preservice Education, *Program Costs, Student Teaching, *Teacher Education

This report examines the cost of teacher education in seven of the senior colleges of the City University of New York for the spring semester of 1970. It is limited to those costs related to the staffs assigned to instructional, supportive and non-teaching functions within the various teacher education programs. Results indicate that costs for present teacher education programs at the undergraduate level are approximately 25 percent above those of undergraduate liberal arts, and graduate programs are 8 percent above graduate liberal arts. The extra costs are due to two factors: 1) the cost of non credit-producing activities related to the supervision and maintenance of a licensed professional training program, and 2) the high costs of off-campus supervised student teaching and field experiences. Of the entire teacher education instructional budget, 30.7 percent was allocated to undergraduate courses, 23.8 percent to graduate courses, 21.0 percent to non-teaching duties, 5.6 percent to secretarial costs, and 18.9 percent to fringe benefits. (The report contains numerous tables which analyze costs according to college, course, or credit hours.) (RT)

ED 054 060

SP 005 214

Teacher Workload.

Canadian Teachers' Federation, Ottawa (Ontario).

Pub Date Apr 71

Note—33p.; Bibliographies in Education, No. 20

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, Student Teacher Ratio, *Teacher Distribution, *Teacher Morale, *Teacher Placement, *Teaching Load, Working Hours

This 467-item bibliography contains citations of books, published and unpublished papers, and journal articles, ranging in date from 1954 to 1970. It is divided into five sections: 1) general, 2) assignment and distribution, 3) class size and pupil-teacher ratio, 4) hours of work, and 5) morale. Availability from ERIC and the Canadian Teachers' Federation Library is noted where applicable. (RT)

ED 054 061

SP 005 219

Coleman, Peter

The Teacher Aide and the Professional Association: A Policy for the Future.

British Columbia Teacher's Federation, Vancouver.

Pub Date 71

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Job Training, Staff Role, Staff Utilization, *Teacher Aides, *Teacher Associations, *Teacher Attitudes

Identifiers—*Canada

This essay is in two parts. The first section contains information about teacher aides, based on experience in the United States and Canada. Aides are becoming increasingly popular in both countries. Their effect on schools is generally to allow a redistribution of teacher time, to increase teachers' job satisfaction, and to increase teacher effectiveness slightly. They also tend to stimulate cooperativeness. Training programs for aides are becoming common in the U.S., but they do not generally make formal provision for teacher as-

sociations to participate in planning. This section concludes with a brief statement of the case for including teacher aides in professional associations in some form of affiliate membership. The second section discusses the implementation of the policy, based on a theory of change processes. It concludes that although a membership policy of affiliation for aides would involve substantial opinion change and careful and committed leadership by a change agent, few practical difficulties would be likely to arise. (Author/RT)

ED 054 062 SP 005 221

Barwick, Christopher R.
Dissemination of the DARCEE Model to Head Start: Results of a Training Program for Head Start Teachers and Teacher Aides.

George Peabody Coll. for Teachers, Nashville, Tenn. Demonstration and Research Center for Early Education.

Spons Agency—Office of Economic Opportunity, Washington, D.C.
Note—84p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Analysis, Curriculum Planning, Educational Objectives, *Inservice Teacher Education, *Job Training, *Preschool Evaluation, Preschool Programs, *Preschool Teachers, *Teacher Aides, Teacher Workshops, Teaching Methods
Identifiers—*Project Head Start

As part of Head Start's Planned Variation program, the Demonstration and Research Center for Early Education (DARCEE) preschool model was chosen to be implemented in six Nashville Head Start centers. This study compared two forms of DARCEE training for teachers and teacher aides—the Elaborated Treatment and Abbreviated Treatment—and compared both treatment groups with a group receiving no training—the Distal Comparison Group. The Abbreviated Treatment consisted of 6-week summer workshop and several short followup workshops; the Elaborated Treatment included the same workshops plus individual classroom visits by project staff. The workshops covered teaching procedures, activities, materials, and classroom management, with particular emphasis on planning and determining objectives. Teachers in all three groups are pre- and posttested, using tests for attitude, vocabulary and concepts developed specifically for the project. Children were tested for IQ, perceptual motor coordination, and auditory discrimination, using standardized tests. Results indicated no significant differences between teachers in any of the three groups. However, children in the Distal Comparison Group did significantly better on all tests than those in either of the treatment groups. (Appendixes contain data tables, schedules and weekly curriculum plans of treatment centers and observation reports of comparison centers.) (RT)

ED 054 063 SP 005 225

Lehmann, Phyllis E.
Teacher Training Takes to the Road. Mobile Van, Computers Add Convenience and Quality to Continuing Education.

Pennsylvania State Univ., University Park.

Pub Date May 71

Note—9p.

Available from—College of Education, Pennsylvania State University, 227 Chambers Bldg., University Park, Pa. 16802

Journal Cit—Manpower; May 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, Diagnostic Teaching, Educational Diagnosis, *Inservice Teacher Education, *Mobile Educational Services, *Rural Areas, Rural Schools, *Special Education

Identifiers—CARE, Computer Assisted Remedial Education, Pennsylvania

This article describes the development and use of a new delivery system for education services based on the concepts of mobility and individualized instruction. The system consists of a mobile van equipped with a central IBM computer and 15 student terminals. Traveling through rural Pennsylvania, it offers local teachers a course in special education that will enable them to recognize and help children in regular classrooms who have handicaps that often go undetected. Teachers can schedule their own instructional time after school or during their free periods. Upon completion of the course, they receive

three academic credits from the Pennsylvania State University. The course averages 30 hours per student, with 100-150 teachers enrolled at each stop and about seven stops made per year. The cost of a year's operation is approximately \$250,000. The project, called Computer-Assisted Remedial Education (CARE), is operated by Penn State under a USOE grant which runs til mid-1973. The success of the program has led to plans for more such vans, for instance, one which would visit hospitals to update the skills of health workers. (RT)

ED 054 064 SP 005 226

Proposal of a New Program of Teacher Education from Metropolitan State College for Participation in the Colorado Model State Program of the Four State Project.

Metropolitan State Coll., Denver, Colo.

Pub Date 71

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Elementary School Teachers, *Minority Group Teachers, *Preservice Education, *Program Development, *Teacher Education

This teacher education program is intended for implementation at the elementary level and should have an immediate impact on the target areas through tutoring services, teaching aides, resource personnel, and other services. It is based on the assumption that teachers can be educated in liberal arts, develop reasonable in-depth knowledge of a teaching field, and prepare for beginning work as a teacher during four years of college. The program calls for the selection by a recruitment committee of 120 students with a high potential for elementary teaching and who are representative of minority groups. Financial support of \$75.00 a month is available for each student. The program involves four related components: 1) general education, 2) specialized education in one or more recognized academic disciplines or teaching fields, 3) professional education in the requisite knowledge and skills of teaching, and 4) laboratory and field experiences. Each of these components is described in some detail. The first step in the implementation of the program will be curriculum building which should be undertaken by the college teachers who will do the teaching. It is recommended that this new program be organized as a pilot project and be carried on over a period of 5 years to test the various phases, make indicated changes, and evaluate the program as a whole. (MBM)

ED 054 065 SP 005 230

Clark, S. C. T. Coutts, H. T.
The Future of Teacher Education.

Pub Date 71

Note—88p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Change, *Prediction, *Questionnaires, *Teacher Education, Teacher Educators

Identifiers—Canada, *Delphi Technique

This study used the Delphi technique to determine degrees of consensus on the future of teacher education. The panel of experts was comprised of 40 chief administrative officers or their representatives in the English-language teacher education institutions in Canada. In Part I of the study, each of the 40 panelists was provided with 20 statements about the future of education and was invited to formulate additional statements. In edited form these statements became the questionnaire of Part II of the study. In Part II, panelists were asked to choose the most probable date of occurrence from given time intervals. Part III provided data on how the group as a whole had reacted to some of the statements in Part II. Panelists were asked to reconsider these particular items in light of this information. In Part IV panelists were asked to state the most probable date of occurrence in their own institution. Significant changes between degree of consensus in Parts II and III were noted in several cases. It was also found that panelists tended to choose a later date of occurrence for their own institutions than for teacher education in general. (The report contains the complete text of the questionnaires used in all four parts, along with an analysis of results at each stage.) (RT)

ED 054 066 SP 005 231

Cordasco, Francesco

Teacher Education in the United States. A Guide for Foreign Students.

American Association of Colleges for Teacher Education, Washington, D.C.; Institute of International Education, New York, N.Y.

Pub Date 71

Note—40p.

Available from—Institute of International Education, 809 United Nations Plaza, New York, N.Y. 10017 (\$0.50)

Document Not Available from EDRS.

Descriptors—*Admission Criteria, *College Admission, *Foreign Students, Student Problems, *Teacher Education, *Teachers Colleges
Identifiers—AACTE, *American Association Colleges Teacher Education

This practical guide for foreign students wishing to take teacher education courses in the United States includes the following information: 1) education in the United States; 2) teacher education, including general or liberal education, specialized education, and professional education; 3) accrediting agencies; 4) organizations; 5) general academic rules and regulations, including units of credit, the academic load, marking system, attending classes, and registration; 6) methods of instruction; 7) student life; 8) admissions procedures, including tests of ability in English; 9) financial resources and financial assistance; 10) health; 11) obtaining a visa; 12) arrival at college; 13) a list of books giving further information. The guide also contains a directory of all AACTE member institutions which educate more than 90 percent of the teachers in the United States. (MBM)

ED 054 067 SP 005 232

Eyster, Ira M.

A Guide for Improving Teacher Education in Human Rights.

Oklahoma Univ., Norman. Southwest Center for Human Relations Studies; Phi Delta Kappa, Bloomington, Ind.

Spons Agency—National Conference of Christians and Jews, New York, N.Y.; National Education Association, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date Jun 71

Contract—OEG-0-70-2213(721)

Note—117p.

Available from—Phi Delta Kappa Teacher Education Project on Human Rights, 555 Constitution Ave., Univ. of Oklahoma, Norman, Okla. 73069 (\$2.00; 11 or more \$1.75)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Civil Liberties, Civil Rights, *Democratic Values, Inservice Teacher Education, Preservice Education, *Public Schools, *School Role, *Teacher Education
Identifiers—Teacher Education Project on Human Rights

This guide discusses the need for and ways of implementing human and civil rights education in the teacher education program and in the public schools. One section analyzes specific rights, such as equality of opportunity, free speech, and freedom of assembly, and lists some typical behaviors of institutions—both colleges and public schools—which exemplify a commitment to rights or which appear to be a violation of them. Another short section lists democratic educational processes, such as discussion and cooperative planning, and points suggestions for incorporating human and civil rights education into the teacher education program—both preservice and inservice. Suggestions for the preservice program include discussion of content, activities, timing, and ways of incorporating this content into existing education courses. The section on inservice education includes a sample schedule for a 2-day conference and a sample list of objectives and activities for a 1-week workshop. (RT)

ED 054 068 SP 005 234

Levine, Louis S.

The American Teacher: A Tentative Psychological Description.

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Choice, *Educational Research, *Education Majors, *Intelligence, Psychological Characteristics, *Teacher Characteristics, Teacher Motivation, Teachers

This paper reviews several studies which analyze the intelligence, personality characteristics, and motivations of prospective and inservice teachers and compares them to persons working in other fields. It finds that the general stereotype of the teacher as being intellectually inferior to individuals in other fields is not sup-

ported by the available evidence. Rather than finding results generalizable to preservice and in-service teachers, the studies indicated that the psychological characteristics of men and women who enter and complete teacher training are quite different. Also, there are differences between elementary and secondary school teachers and between teachers and administrators with respect to personality characteristics, and there are personality differences among those who enter the various schools that provide teacher training. The prime motivations for entering teaching were found to be a desire for upward mobility and simply lack of interest in any other field. The author concludes with a statement of the need for studies correlating teacher characteristics with valid measures of teaching effectiveness. (The paper includes a 22-page bibliography.) (RT)

ED 054 069

SP 005 235

Pugmire, Jean Farrer, Kenneth
A Program To Assist Educational Personnel To Teach Students of Wide Variability in Regular Classrooms. Director's Annual Progress Report (July 1, 1970 to June 30, 1971).

Utah State Univ., Logan.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 71

Note—113p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—College School Cooperation, *Community Involvement, Educational Disadvantaged, Elementary School Teachers, *Handicapped Students, *Inservice Teacher Education, Job Training, *Regular Class Placement, Special Education, *Teacher Aides

This report describes the first year of a 3-year extension of an Office of Education-funded program to prepare teachers and teacher aides to work with exceptional children in the regular classroom. (The final report of the original 1-year project is available as ED 043 598.) The emphasis during the first extension year was on securing greater involvement in the project by the community and closer cooperation between the university and the public schools. Extensive continuing evaluation of all aspects of the project indicated that: 1) children at the laboratory school or in participating districts were getting more individualized attention which served to maintain, if not enhance, self-concepts and achievement; 2) trainees improved attitudes and skills in working with educationally disadvantaged children; and 3) institutional change occurred through curriculum changes, inter-departmental activities, and community involvement. (The progress report includes 20 appendixes which contain the details of the evaluation, forms used in the evaluation, descriptions of practical experiences by teachers involved in the project, lists of staff and trainees, and letters from participating schools and other organizations interested in the project.) (RT)

ED 054 070

SP 005 238

Institute for Educational Development. Final Evaluation Report, Summer 1970.

Maryland Univ., College Park. Coll. of Education.

Spons Agency—District of Columbia Public Schools, Washington, D.C.

Pub Date 70

Note—124p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Community Involvement, *Curriculum Development, *Educational Innovation, Inservice Teacher Education, Preservice Education, *Program Evaluation, *Teacher Education

This project was initiated through the discussions and efforts of a number of parents, principals, teachers, and representatives of the College of Education of the University of Maryland. It was developed as an innovative educational project designed to provide support and supplementary services to the educational program in seven schools in upper Northwest Washington, and the project was constituted as an Institute with three primary goals: staff development, curriculum development, and community involvement. These goals have been pursued through a variety of activities, including the establishment of elementary and secondary teacher education centers, which coordinate preservice and inservice programs for cooperating teachers and student teachers. The project has sponsored and

coordinated a number of professional workshops in a variety of educational areas and has engaged in such curriculum development activities as the support of two projects in African music and the creation of an instructional innovation unit to support innovative projects developed by classroom teachers. This document is concerned with the evaluation of the project, including the workshops, overall participation evaluation, organizational effectiveness, community involvement, and student performance. (Author/MBM)

ED 054 071

SP 005 242

Zintz, Miles V. And Others

The Implications of Bilingual Education for Developing Multicultural Sensitivity Through Teacher Education.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0490

Pub Date Sep 71

Contract—OEC-0-8-080490-3706(010)

Note—76p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American Indian Culture, *Bilingual Education, *Cross Cultural Training, *Cultural Differences, *English (Second Language), Mexican Americans, Spanish Speaking, *Teacher Education

Teachers must be continuously alert to the differences in languages, values, and customs and seek to understand their students as real people. Otherwise the student who must learn English as a second language develops insecurity instead of security. When the acceptable norm in a class has been based on the work of the typical middle-class Anglo, the culturally different student has had failure predetermined for him. Language maturity needs to be assessed in these children in terms of auditory discrimination of all the necessary phonemes, and the habitual use of the correct syntax of grammar. Interaction with the teacher on an individual basis is also crucial for the child. If the child understands sound patterns in English, the beginning instruction should be in English; if he understands Spanish, the instruction should be in Spanish. The second language should be introduced systematically but gradually, to develop genuine bilingualism in the student. The bilingual-bicultural program encompasses all the domains of the learning process. The student should acquire the concepts and skills of two languages, and should attain a positive self-image through the understanding of the value of his own culture. A multicultural program increases the appreciation of the contributions of other cultures, and fosters the democratic ideals. (MBM)

ED 054 072

SP 005 244

Draper, Henry E. Vansickle, Mary Wanda

An Investigation of the Cognitive and Affective Domains of Students Studying Child Development. Final Report.

York Borough Board of Education, Toronto (Ontario).

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2728-12

Pub Date 70

Grant—OEG-3-6-062728-2129

Note—81p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Affective Behavior, *Attitude Tests, *Cognitive Development, *Teacher Attitudes, *Teacher Education
Identifiers—DV-Child Development Inventory, Inventory of Attitudes on Child Guidance

The purpose of this study was to determine the predictive power of affective and cognitive variables, measure students' affective and cognitive levels of development, and examine the relationship of the affective domain to the cognitive domain of students. Data were collected from 100 randomly selected students in the Child Development I course at Stout State University. Instrumentation included the Inventory of Attitudes on Child Guidance and the DV-Child Development Inventory. Results of a three-phase study supported the hypothesis that student performance in the course can be predicted from the DV-Child Development Inventory. Data analysis supported the hypothesis that a cognitively oriented course would have a significant influence on changing students' attitudes, but the

hypothesis that observing children while studying child development would significantly influence students' child guidance attitudes was not supported. No significant attitude changes occurred in the areas of understanding the child, reflecting and accepting the child's feelings, redirecting undesirable behavior, encouraging independence and initiative, and encouraging verbalization. There was a significant change in student attitudes in the area of encouraging creativity by those students who had an observation experience. (MBM)

ED 054 073

SP 005 245

Gingrich, Douglas D.

Assessment of Work Needs of Prospective Teachers-In-Training by an Analysis of the Minnesota Importance Questionnaire. Final Report.

Wisconsin State Universities Consortium of Research Development, Stevens Point.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2728-16

Pub Date 69

Grant—OEG-3-6-062728-2129

Note—62p.

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Personal Values, Questionnaires, *Sex Differences, *Student Needs, *Teacher Education, *Vocational Interests
Identifiers—Minnesota Importance Questionnaire

This study was designed to determine and compare the vocational needs of junior and senior male and female teacher education students at Stout State University. It investigated 21 hypotheses as measured by the Minnesota Importance Questionnaire using a sample of 94 students. The variables on the questionnaire were recast in the form of null hypotheses for statistical testing, and a chi-squared was used on each hypothesis. The conclusions showed that both male and female subjects considered ability utilization, achievement, creativity, social service, responsibility, and advancement the most important vocational needs. Males and females differed significantly in their reaction to activity, advancement, authority, co-worker, independence, moral values, recognition, responsibility, security, social service, and social status variables. They did not differ significantly on vocational needs, ability utilization, achievement, company policies and practices, compensation, creativity, supervision and human relations, technical supervision, variety, and working conditions. It is recommended that this study be used by vocational guidance counselors, higher education instructional staff, and prospective teachers, and that further research be carried out on the variables affecting responsiveness together with a follow-up investigation. (Not available in hard copy due to marginal legibility of original document.) (MBM)

ED 054 074

24

SP 005 246

Rogers, Theresa F. And Others

Small-Project Grants of the Regional Research Program. Final Report.

Columbia Univ., New York, N.Y. Bureau of Applied Social Research.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-B-901

Pub Date Nov 70

Grant—OEG-2-9-420-901-0716

Note—365p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Educational Research, *Educational Researchers, Federal Programs, *Grants, *Regional Programs, Research Projects, *Research Proposals, Success Factors

This study examines the distribution of applicants for small grants, the consequences of being funded, and the processing of proposals. The sample included every applicant submitting a proposal in fiscal 1968. The following data were collected: 1) questionnaires from applicants, both funded and not funded; 2) factual material from proposals submitted; 3) questionnaires from field readers; 4) field reader ratings of proposals and funding recommendations; 5) interviews with the Directors of Educational Research at the nine regional offices. The report is organized according to the life-history of a research project—from submission of the research plan through dissemination of the findings. Chapter headings are 1) the applicant and his institution, 2) the successful applicant, 3) the proposal, 4) developing the

proposal, 5) processing the proposal, 6) effects of the research, 7) appraisal of the program, and 8) conclusions and recommendations. A major conclusion is that the Regional Research Program is successful in its goal of identifying and supporting less established researchers. (Appendixes contain a comparison of respondents and non-respondents to the applicant questionnaire and the field reader questionnaire, tables not included in the body of the report, the questionnaires, and the codebook containing the frequency distribution of responses to each item.) (Author/RT)

ED 054 075 SP 005 247
Benz, Donald A.

Observations of Academic Performance by Low Achieving College Freshmen Following Instruction by Academically Successful Students Trained to Teach Reading and Study Skill Techniques. Final Report.

Wisconsin State Universities Consortium of Research Development, Stevens Point.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2728-2

Pub Date Jan 70

Grant—OEG-3-6-062728-2129

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Performance, College Freshmen, *College Students, Grade Point Average, Low Ability Students, *Peer Teaching, *Study Skills, Superior Students, *Tutoring

No significant improvement was found in the grades of low achieving college freshmen following instruction by academically successful students trained to teach study skills. The investigator trained the study instructors—12 juniors with at least a 3.0 grade point average—in twelve 1-hour sessions. Soon after a session each study instructor spent an hour assisting the student assigned to him. The preparation program for the study instructor included training in elementary principles of learning, note taking, theme writing, term paper writing, student-professor relationships, time scheduling, studying for tests, and SQ3R reading skills. The evaluation of the program's assistance to students was observed by statistical analysis of grade point gains for experimental and control groups, experimental and control males, experimental and control females, and experimental females and males. The only significant difference favored the female control group over the female experimental group. Other results of the study indicated that neither the experimental nor control group was able to significantly improve the second semester grade point average. Further research is suggested on the timing and content of such programs. (Author/RT)

ED 054 076 SP 005 248
Gray, Irene A.

Attitude Change in Pre-Student Teaching Experience. Final Report.

Wisconsin State Universities Consortium of Research Development, Stevens Point.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2728-17

Pub Date Jul 70

Grant—OEG-3-6-062728-2129

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attitude Tests, *Laboratory Training, *Preservice Education, *Teacher Attitudes, *Teacher Education

The effects of two kinds of lab experience in pre-student teaching education was the focus of a study on the development of oral language in elementary schools. The subjects were lower level college students in the course "Speech in the Elementary Schools." Two sections of the course were used, one in the fall quarter and one in the winter quarter. Fall quarter students had a variety of speech activities as learning tools, team teaching, closed circuit TV, and role playing. Winter quarter students used children in place of role playing. An attitude scale was administered at the beginning and end of each quarter. Comparative data were examined to note indications of change of attitude. Statements on the attitude scale were focused on psychologically, sociologically, and economically based questions. The results indicated that: 1) Group One was more preoccupied with self need than Group Two, which moved toward an attitude of responsibility;

2) Group One appeared to be less concerned with children than Group Two; and 3) Group Two gave evidence of greater respect for colleagues' abilities, preparation, and performance than Group One. (MBM)

ED 054 077 SP 005 250
Homuth, Verlye E. Deutscher, John C.

A Comparative Study of Attitude Difference of Stout State University Students Enrolled in Principles of Secondary Education and Veteran Teachers. Final Report.

Wisconsin State Universities Consortium of Research Development, Stevens Point.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2728-22

Pub Date Jul 69

Grant—OEG-3-6-062728-2129

Note—118p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Changing Attitudes, Education Courses, *Education Majors, Home Economics Teachers, Industrial Arts Teachers, Secondary School Teachers, *Student Attitudes, *Teacher Attitudes, *Teacher Experience

Identifiers—Minnesota Teacher Attitude Inventory, MTAI

This study found that following an educational philosophy course, attitudes of prospective teachers more closely resembled those of experienced teachers. The population used in the study consisted of 240 students taking the course "Principles of Secondary Education" at Stout State University and 84 experienced teachers who had attended the 1968 summer session at Stout. The majority of the prospective teachers were specializing in home economics or industrial arts. Attitudes were measured by an author-modified version of the Minnesota Teacher Attitude Inventory (MTAI). Analysis of results indicated that there was a significant difference in attitudes between beginning and ending Principles of Secondary Education students in three out of four categories of the MTAI. A significant difference was found between beginning students and experienced teachers in all four MTAI categories; however, when comparing students completing the course and experienced teachers, a significant difference was found for only two out of four MTAI categories. (Appendixes include a copy of the modified MTAI and a breakdown of responses on each item by beginning students, ending students, and experienced teachers.) (RT)

ED 054 078 SP 005 251
Turney, Mildred I.

A Comparison of Varied Time Periods of Microteaching in the Development of Interpersonal Relationships in Teaching. Final Report.

Wisconsin State Universities Consortium of Research Development, Stevens Point.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2728-46

Pub Date Dec 69

Grant—OEG-3-6-062728-2129

Note—93p.

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Classroom Participation, *Effective Teaching, *Interaction Process Analysis, *Microteaching, Preservice Education, *Program Length, Secondary School Students, Secondary School Teachers, *Student Participation

Identifiers—Flanders System of Interaction Analysis

Findings indicated that if the number and length of microteaching lessons were increased, one could expect student teachers to increase competence in establishing and maintaining student verbal expression in the classroom. Sixty junior secondary education majors were randomly assigned to one of two groups. Group A had two quarters of microteaching, while Group B had one quarter of microteaching and one quarter of high school teaching. During the first quarter microteaching sessions lasted 5 minutes; during the second quarter they were increased to 10 and 15 minutes. Videotapes of each student teacher were coded using Flanders Interaction Analysis System. Both the number of lessons and the time per lesson brought significant change in behavior in the areas of teacher lecture, questions about information, content, and student involvement in

classroom situations. [Not available in hardcopy due to marginal legibility of original document.] (RT)

ED 054 079 SP 005 252

Assessment of the Teacher Corps Program at the University of Southern California and Participating Schools in Tulare County Serving Rural-Migrant Children.

Comptroller General of the U.S., Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 25 Aug 71

Note—55p.

Available from—U.S. General Accounting Office, Room 6417, 441 G Street, N.W. Washington, D.C. 20548 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Individualized Instruction, *Internship Programs, *Migrant Child Education, *Rural Education, *Spanish Speaking, *Teacher Education

Identifiers—*Teacher Corps

This report found that Corps members enabled the schools to give more individualized instruction, provide expanded classroom and extracurricular activities, and improve the ratio of students to teachers. Corps members introduced English as a second language, and science and algebra taught in Spanish. School officials and teachers believed that the interns were well prepared for teaching and communicated well with the children. Some believed that the individual instruction and classes taught in Spanish were especially beneficial. The interns assigned to two high schools did not get along well with the faculty, and some were reassigned to elementary schools while others resigned. At one elementary school two full-time regular teaching positions were filled by Corps members, contrary to the requirements of the legislation. As a result of the program the university developed a similar teacher education sequence in the regular teacher education program to meet the needs of Spanish-speaking children, and a center for studies in rural and migrant education. The report recommends that the Office of Education should monitor the program more closely to ensure that Corps members are correctly used and to help create a cooperative attitude in the participating schools. (MBM)

ED 054 080 SP 005 256
Wright, J. Zeb, Ed.

Proposal to West Virginia Institutions of Higher Education for the Revisions of Teacher Education Programs.

West Virginia State Dept. of Education, Charleston.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 71

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Models, *Personal Growth, *Psychological Characteristics, *Teacher Education, *Teacher Education Curriculum

The unified model for a teacher education program was developed from five preliminary models prepared by a group of teacher educators in West Virginia and reflects current knowledge and research related to the development of undergraduate programs. The program contains four major areas of learning experiences: 1) social foundations of contemporary problems in education, in which the prospective teacher will examine his needs, perceptions, and feelings; determine the degree of congruency between himself and these needs; and understand the psychological concepts underlying the growth and development of children; 2) psychological aspects of learning; 3) analytical study of teaching; and 4) psychological aspects of learning applied to teaching. All prospective teachers will be divided into inquiry groups of approximately 15 members with a staff member as leader, to act as advisor and as individual and group counselor. The program will help the prospective teacher to develop values, feeling, and personal qualities through involvement in open and honest relationships with himself and others. It is intended to provide for necessary change and flexibility as dictated by ongoing evaluation and the individual needs of prospective teachers, and to allow for vertical and horizontal movement of students as they become aware of their strengths or weaknesses. (MBM)

ED 054 081

SP 005 257

Wright, J. Zeb., Ed.

Models for Revising Teacher Education.

West Virginia State Dept. of Education, Charleston.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [71]

Note—67p.

Available from—Bureau of Instruction and Curriculum, W. Va. Dept. of Education, Charleston, W. Va. 25305 (free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Classroom Environment, *Preservice Education, Student Teaching, *Teacher Education, *Teacher Educator Education, *Teaching Models

Each of five papers describe a model for teacher education. "Levels of Involvement: A Descriptive Theory Model," identifies and examines seven levels: 1) classroom settings; 2) extended classroom settings; 3) contrived settings; 4) real settings, strictly controlled; 5) real settings, partially controlled; 6) real settings, loosely controlled; and 7) real settings, autonomous. "A Humanistic Approach to Education" deals with a program consisting of three blocks of learning experiences: 1) human encounter with self, community, and youngster; 2) human encounter with basic teaching skills; and 3) human encounter with real teaching. "A Proposal for an Experimental Program in Professional Preservice Education" uses a model that incorporates the total professional education of teachers and is divided into four quadrants: learner, quest areas, teaching/learning ecology, and profession. "The Legitimate Role of the Professions in Teacher Preparation" takes the position that the education professions are the legitimate authority to hold the colleges accountable and proposes a 2-week Candidacy Experience conducted in a public school by professional teachers as the final stage of preservice preparation. "A Model for a Multi-Institutional Teacher Education Center" describes a model which may be applicable either in a state-wide plan or in heavily populated school districts where several institutions of higher learning compete for student teachers. (MBM)

ED 054 082

SP 005 260

Jacobson, Claire

Work Relations Between Professionals and Paraprofessionals in Head Start (April 1, 1969 - August 31, 1970). Interim Report.

Bank Street Coll. of Education, New York, N.Y. Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date 70

Note—52p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Nonprofessional Personnel, *Paraprofessional School Personnel, *Role Perception, *Social Workers, *Teacher Aides, Work Attitudes

Identifiers—*Project Head Start

This report focuses on the differences in work relations between teachers and teacher aides and between social workers and social service aides, using data obtained from in-depth interviews, classroom observations, and meetings at two Head Start centers. Center One, which is church sponsored, has two classrooms and 60 children, with two teachers, two teacher aides, a social worker operating out of central headquarters, and three locally based staff members (one family assistant and two family workers). Center Two is sponsored by a settlement house, with three classrooms and 90 children, three teachers and four teacher aides, and a social service staff similar to that of Center One. The work relations between teachers and aides are illustrated mainly by data from Center One, with additional material from Center Two, while the work relations between social worker and family staff are illustrated mainly by data from Center Two with additional material from Center One. The study examines the professionals' attitudes towards paraprofessionals, role definitions, and roles performed by paraprofessionals, the working relations between paraprofessionals and professionals, the kind of work ethic which develops, and the effects of employment on paraprofessionals. (MBM)

ED 054 083

SP 005 261

McKeachie, Wilbert J.

Improving Teaching Effectiveness.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Information, Technology, and Dissemination.

Report No.—PREP-25

Pub Date [71]

Note—27p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (Subscription: Domestic, \$6 a year; foreign, \$1.50 additional. Single copy: Domestic \$0.55)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Class Size, *Effective Teaching, *Simulation, Student Characteristics, *Teacher Education, *Teaching Methods

Identifiers—*Putting Research into Educational Practice (PREP)

This PREP package attempts to provide answers to some basic questions on teaching. The topics considered are class size, lectures versus discussions, student versus instructor-centered teaching, student versus teacher-led discussions, print material and programmed learning, independent study, simulation, and student characteristics of intelligence, cognitive style, authoritarianism, sociability, affiliation, anxiety, and sex. The conclusions indicate that small classes are probably more effective than large, discussions more effective than lectures, and student-centered discussions more effective than instructor-centered discussions for the goals of retention, application, problem solving, attitude change, and motivation for further learning. There is also some evidence that different teaching methods work well for differing types of students. One implication of the findings is that there should be a variety of teaching methods used within a college, and teachers should develop a repertoire of skills. Students should be offered various options within a course to maximize their motivation and learning. There is also a bibliography of 254 items. (MBM)

ED 054 084

SP 005 264

Johnson, I. T.

Survey of Teaching the Politics of Education.

Spons Agency—American Educational Research Association, Washington, D.C.

Pub Date [70]

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Curriculum, College Teachers, *Educational Administration, Education Courses, *Foundations of Education, Political Science, *Surveys

Identifiers—*Politics of Education

In this study, questionnaires were sent to 191 university departments of educational administration and political science in October 1969 to determine whether the departments offered courses in the politics of education. The 179 respondents identified 45 courses or sequences of courses offered at U.S. and Canadian universities. A table of responses, listed alphabetically by state, is presented. It was noted that the majority of courses identified are intended to serve advanced graduate students and are offered as electives. Responses covering 37 of the 45 courses indicated that during 1969, about 1100 students took courses in the politics of education. Of these, 60 percent were doctoral students, 32 percent, masters degree students, and 8 percent, undergraduates. The majority of the students were specializing in educational administration and aspired to be school administrators or administrators of higher education. Information on the instructors is presented in a table which lists the names and addresses of professors teaching courses in the politics of education alphabetically by state. Respondents submitted bibliographies for 28, syllabi for 25, and catalog descriptions for 2 of the 45 politics of education courses identified. Substantial variation from campus to campus was noted. (RT)

ED 054 085

SP 005 265

Weinlander, Albertina Abrams

Barron's How To Prepare for the National Teacher Examinations Area Examination: Education in the Elementary School. (Grades 1-8).

Pub Date 71

Note—223p.

Available from—Barron's Educational Series, Inc.; 113 Crossways Park Drive, Woodbury, N.Y. 11797 (\$3.95)

Document Not Available from EDRS.

Descriptors—Achievement Tests, *Elementary School Teachers, Occupational Tests, *Standardized Tests, *Study Guides, *Teaching Identifiers—*National Teacher Examination

This study guide contains intensive review and practice tests as an aid in preparing for the Grades 1-8 Teaching Area Examination of the National Teacher Examination. The Teaching Area Examinations attempt to measure competency to teach in a specific field. [The Common Examinations are covered in the publication, "Barron's How to Prepare for the National Teacher Examinations."] This volume contains 435 sample questions about elementary education, including child development, educational history and philosophy, and classroom principles and practices. There are 420 sample test questions about the following subject areas: the teaching of reading; social studies instruction; language arts; science education; teaching mathematics; individual differences in the classroom; and music, art, and physical education. An annotated bibliography is included. (RT)

ED 054 086

SP 005 266

Verduin, John R., Jr.

Conceptual Models in Teacher Education. An Approach to Teaching and Learning.

American Association of Colleges for Teacher Education, Washington, D.C.

Pub Date 67

Note—148p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Bibliographies, Classroom Communication, Cognitive Development, Cognitive Processes, Concept Formation, Educational Objectives, Educational Strategies, *Educational Theories, Instructional Design, Interaction Process Analysis, *Learning Processes, Logic, *Models, *Teacher Education, *Teaching Methods

Identifiers—District of Columbia, Teacher Education and Media Project, TEAM

The views of each of 13 educational theorists on his special field of interest in education, presented in a series of seminars, are stated by the author of this resource book, classified according to LaGrone's categories for improving preservice teacher education. Under "The Analytical Study of Teaching" are the views of (1) B.O. Smith on "The Logical Aspects of Teaching," (2) Taba on "Teaching Strategies for Cognitive Growth," (3) Gage on "Paradigms and Theories of Teaching," (4) Flanders on "Interaction Analysis," (5) Bellack on "The Language of the Classroom," and (6) Getzels on "The Classroom Group and the School as a Unique Social System." Under "Structure and Uses of Knowledge" are the views of (7) Harry Broudy on the "Uses of Knowledge," and (8) Albert Hickey on "The Logical Structure of Teaching." "Concepts of Human Development and Learning" includes discussions of (9) James Gallagher's "Structure of the Intellect," and (10) Suchman's "Inquiry Training." "Designs for Teaching-Learning" subsumes (11) Woodruff's work on "Concept Formation and Learning Unit Design," and (12) Krathwohl's work on "Educational Goals." Under "Demonstration and Evaluation of Teaching Competencies" the work of Maccia on "Theories of Instruction" is presented. This document previously announced as ED 011 883. (LC)

ED 054 087

SP 005 267

Littlejohn, Mary T.

A Cooperative School-College Master's Degree Program for Training Guidance-Instruction Specialists. Final Report.

Winthrop Coll., Rock Hill, S.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.

Pub Date Aug 71

Grant—OEG-0-70-2111

Note—193p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Change Agents, *College School Cooperation, Curriculum Development, *Elementary School Teachers, Individualized Instruction, Laboratory Training, *Masters Degrees, *Teacher Education, Team Teaching Identifiers—Model Elementary Teacher Education Project

This project was designed to prepare teachers to exert leadership as change agents in the development of elementary school educational

programs containing components suggested by Phase I projects of the USOE model Elementary Teacher Education Project. These components include 1) individualized learning with emphasis on large group and small group instruction, tutorials, and independent study; 2) a "center of inquiry" approach to teaching; and 3) multiunit organization with elements of team teaching, non-graded classification, and individually programmed instruction. The project provided a 36-hour master's degree program with course work tailored to the actual school situation and classrooms serving as laboratories for both school-based and campus-based courses. Areas covered were elementary school counseling, projects in curriculum and educational psychology, individualized teaching, studies in learning disorders, sociological analysis in the schools, educational program evaluation, group processes, and counseling practicum. Evaluation showed that there was a high level of cooperative planning between schools and college, that school administrators were minimally involved in curriculum development, and that several important adaptations were made in college administrative policies. Most college instructors were enthusiastic about individualizing instruction and participants showed increased growth in using skills and group guidance. (Author/MBM)

ED 054 088 24 SP 005 270
Bolton, Dale L.

Selection and Evaluation of Teachers: An Interpretive Study of Research and Development. Final Report.

Washington Univ., Seattle.
Spous Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.—BR-9-0572
Pub Date Sep 70
Grant—OEG-0-70-2292
Note—268p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Administrative Policy, *Educational Practice, Educational Trends, *Personnel Policy, *Teacher Evaluation, *Teacher Selection

This study was designed to acquire and synthesize research and development information regarding selection and evaluation of teachers which could be used by practicing administrators, teachers, and board of education members to improve school personnel practices. There was a systematic search of the literature, and questionnaires and interviews were used to collect information about the current practices of 67 school districts, 95 businesses, and 19 government agencies in all regions of the United States. Contrasts and comparisons were made from the data obtained and results indicated that school districts vary considerably in their practices, many of them are not implementing recent research findings, and in general they are not using practices which industry considers routine. There seems to be agreement that teacher selection and evaluation procedures should permit improved learning conditions for children and facilitate administrative decisions, should be cooperatively planned by teachers and administrators, should be understood by all personnel involved, and should be checked periodically for sources of errors. Six major interrelated trends emerged and the incorporation in a personnel system is considered not only possible but desirable. These trends include a systems analysis approach, management by objectives, external evaluation, and concurrent analysis of the results of product and process in a specific situation to obtain feedback for correction of individual problems. (MBM)

ED 054 089 24 SP 007 233

Drakulich, Theresa And Others

Reading and the Kindergarten Child. Kindergarten Reading Guide and Selected Multi-Media.
Clark County School District, Las Vegas, Nev.
Note—42p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Guides, *Early Childhood Education, *Kindergarten, *Reading, *Reading Readiness

GRADES OR AGES: Kindergarten. SUBJECT MATTER: Reading. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is in two main sections dealing respectively with the course methods and the media. The first section contains information on the philosophy of the program

and the three stages of teaching reading in the kindergarten: reading development; initial stage in learning to read; and fundamental reading attitudes, habits, and skills. The second section contains information on multi-media materials suitable for the program. The guide is mimeographed and staple bound with a soft cover and has holes punched for use in a loose-leaf binder. OBJECTIVES AND ACTIVITIES: Combined objectives and activities are listed in the three stages of the first section. INSTRUCTIONAL MATERIALS: Materials listed include reading readiness and perception tests and a multi-reader selection chart which identifies the type of book, level of reading activity, and criteria for selection. A Reading Guide Appendix (SP 007 234) lists all the materials recommended with suggestions for their use. STUDENT ASSESSMENT: No separate criteria for evaluation are included. (MBM)

ED 054 090 24 SP 007 234

Reading and the Kindergarten Child. Appendix.

Clark County School District, Las Vegas, Nev.
Note—95p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Guides, *Early Childhood Education, *Kindergarten, *Reading, *Reading Readiness

GRADES OR AGES: Kindergarten. SUBJECT MATTER: Reading. ORGANIZATION AND PHYSICAL APPEARANCE: This document is the appendix of supplemental resources for use with the Kindergarten Reading Guide (SP 007 233). It has the following contents: Stage I which includes motor development, identification of self and surroundings, hand-eye and small muscle coordination, ability to put events in logical sequence, visual discrimination, visual memory, language usage, auditory discrimination, and listening skills; Stage II which includes listening for initial sounds, distinguishing letter forms, associating letter sounds and forms, and developing of a recognition vocabulary; and Stage III which includes word recognition, recognition of punctuation marks, ability to read for deeper meaning, adaptation of reading method to purpose and content, ability to study independently. The guide is lithographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: The appendix is devoted to a detailed presentation of objectives and activities for the program. INSTRUCTIONAL MATERIALS: Materials required are specified in the various activities, and there is also a bibliography. STUDENT ASSESSMENT: No special provision is made for evaluation. (MBM)

ED 054 091 24 SP 007 235

Watkins, Ruth C. And Others

Reading Guide and Selected Multi-Media, 1-12.
Clark County School District, Las Vegas, Nev.
Pub Date 69

Note—234p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Curriculum Guides, *Elementary Education, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12, *Reading Instruction, *Secondary Education, *Teaching Techniques

GRADES OR AGES: Grades 1-12. SUBJECT MATTER: Reading. ORGANIZATION AND PHYSICAL APPEARANCE: The guide has the following major sections: listening skills, word recognition skills, comprehension skills, reading and study skills in content areas. Grade levels are not indicated, as instruction in a skill should begin at the point where it is necessary, regardless of the age of the student or the level of the skills. The material is arranged in three columns: skills, instructional objectives, and suggested teaching techniques. The guide is intended to be used with the separate appendix of resource materials (SP 007 236). The guide is lithographed and spiral-bound with a soft cover. OBJECTIVES AND ACTIVITIES: These are listed in detail as the main content of the guide. INSTRUCTIONAL MATERIALS: Most of these are given in the appendix, but there is a bibliography of professional books on reading, basal reading material, miscellaneous books, material from the reading guide, consumable material, duplicating material, and publications of learned societies. STUDENT ASSESSMENT: No special provision is made for evaluation. (MBM)

ED 054 092

Watkins, Ruth C.

Reading Guide and Selected Multi-Media, 1-12

Appendix.

Clark County School District, Las Vegas, Nev.

Pub Date 69

Note—166p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Audiovisual Aids, *Curriculum Guides, *Elementary Education, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 12, *Reading Instruction, *Secondary Education

GRADES OR AGES: Grades 1-12. SUBJECT MATTER: Reading. ORGANIZATION AND PHYSICAL APPEARANCE: This appendix which is intended for use with the Grades 1-12 Reading Guide (SP 007 235), contains both actual materials for use in the program and information on other recommended materials. The guide is lithographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: These are listed in the main guide, although some of the working materials in the appendix include student activities. INSTRUCTIONAL MATERIALS: The materials included in the guide are 1) applications related to dialects, 2) English sounds difficult for children of other language backgrounds, 3) book sharing, 4) interest inventory, 5) comprehensive reading record sheets, 6) disability checklist, 7) checklist of reading difficulties, 8) reading clinic 1967, 9) tests of phonic skills, 10) diagnostic spelling tests, 11) individual oral reading tests, 12) articulation test form, 13) review of sounding, 14) the utility of 45 phonic generalizations, 15) Dolch basic word list, 16) Queens word list, 17) Dale list of 769 easy words, 18) word opposite tests, 19) phonogram list, and 20) the 4000-word list. Additional materials listed include books for various levels, books children enjoy having read aloud, Newberry Award winning books, and extensive lists of audio-visual materials for all levels. STUDENT ASSESSMENT: No evaluation criteria are included except for the tests listed above. (MBM)

ED 054 093

Graham, Carolyn And Others

Mathematics Curriculum Guide, K-6.

Clark County School District, Las Vegas, Nev.

Pub Date [67]

Note—136p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Curriculum Guides, *Elementary School Curriculum, *Elementary School Mathematics, *Geometry, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Kindergarten, *Mathematics Curriculum

GRADES OR AGES: K-6. SUBJECT MATTER: Mathematics. ORGANIZATION AND PHYSICAL APPEARANCE: The introductory material describes the philosophy behind the guide, its purpose, and the way it should be used, and also contains a set of graphs which provide a quick overview of the scope and sequence. The main body of the guide is arranged by grade level in five color-coded sections: 1) number, 2) numeration, 3) operations, 4) geometry, and 5) measurement. Each page is arranged in three columns: content, behavioral objectives, and textbook page coding. The guide is lithographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: Both are detailed in the behavioral objectives column of the guide. INSTRUCTIONAL MATERIALS: No instructional materials other than the textbooks are listed. STUDENT ASSESSMENT: No specific provisions are made for evaluation. (MBM)

ED 054 094

Gaydash, Ronald And Others

Social Science Curriculum Guide and Selected Multi-Media, K-6.

Clark County School District, Las Vegas, Nev.

Pub Date 69

Note—338p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Anthropology, *Curriculum Guides, *Elementary School Curriculum, *Geography, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Kindergarten, *Social Sciences, Sociology

GRADES OR AGES: K-6. SUBJECT MATTER: Social science. ORGANIZATION AND PHYSICAL APPEARANCE: The introduc-

tory material includes an explanation of the rationale, definitions of the social science core disciplines, glossary of terms, guidelines for teaching, and descriptions of concepts. The main body of the guide is designed in a five-column arrangement: generalization, concepts, sub-concepts, behavioral objectives, and suggested multimedia. The contents include a detailed model of kindergarten anthropology, followed by sociology, levels 1, 2 and 3; anthropology, kindergarten and levels 1, 2 and 3; and geography, levels 4, 5 and 6. The guide is lithographed and spiral-bound with a soft cover. **OBJECTIVES AND ACTIVITIES:** Behavioral and long-range objectives are discussed in the introductory material. Behavioral objectives including activities, and detailed throughout the guide. **INSTRUCTIONAL MATERIALS:** Detailed lists are provided throughout the guide and include reference material, filmstrips, films, and records. **STUDENT ASSESSMENT:** No specific provision is made for evaluation. (MBM)

ED 054 095 **SP 007 239**

Gaydash, Ronald And Others
Social Science Curriculum Guide and Selected Multi-Media, 7-9.

Clark County School District, Las Vegas, Nev.

Pub Date 69

Note—161p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Curriculum Guides, *Geography, Grade 7, Grade 8, Grade 9, *History, *Junior High Schools, *Social Sciences

GRADES OR AGES: Grades 7-9. **SUBJECT MATTER:** Social science; history. **ORGANIZATION AND PHYSICAL APPEARANCE:** The extensive introductory material includes rationale, definitions of the social science core disciplines, glossary of terms, guidelines for teaching, behavioral and long-range objectives, guide format, and descriptions of concepts. The course content is presented in four columns: generalizations, concepts, sub-concepts, and behavioral objectives. Lists of suggested multimedia are provided for each grade level. There is also a junior high school history model which includes suggested teaching techniques and suggested learning activities. The guide is lithographed and spiral-bound with a soft cover. **OBJECTIVES AND ACTIVITIES:** Long-range objectives are included in the introductory material. Behavioral objectives and activities are set out in the main content of the guide. **INSTRUCTIONAL MATERIALS:** Multimedia materials listed for each grade include books, filmstrips, films, records, tapes, and transparencies. **STUDENT ASSESSMENT:** No provision is made for evaluation. (MBM)

ED 054 096 **SP 007 240**

Gaydash, Ronald

Social Science Curriculum Guide and Selected Multi-Media, 10-12.

Clark County School District, Las Vegas, Nev.

Pub Date 69

Note—269p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Anthropology, *Curriculum Guides, Economics, Geography, Grade 10, Grade 11, Grade 12, *High School Curriculum, History, *Political Science, *Social Sciences, Sociology

GRADES OR AGES: Grades 10-12. **SUBJECT MATTER:** Social science. **ORGANIZATION AND PHYSICAL APPEARANCE:** The extensive introductory material includes rationale, definitions of the social science core disciplines, glossary of terms, and descriptions of concepts. The course material includes political science, history, economics, geography, sociology, and anthropology, each covering grades 10-12. The material is presented in four columns: generalizations, concepts, sub-concepts, and behavioral objectives. Lists of suggested multimedia are provided for each subject. There is also a high school model for political science which includes suggested teaching techniques and suggested learning activities. The guide is lithographed and spiral-bound with a soft cover. **OBJECTIVES AND ACTIVITIES:** Long-range objectives are included in the introductory material. Behavioral objectives and activities are set out in the main content of the guide. **INSTRUCTIONAL MATERIALS:** Multimedia materials listed for each subject include books, filmstrips, films, records, tapes, kits, and transparencies. **STUDENT ASSESSMENT:** No provision is made for evaluation. (MBM)

ED 054 097 **SP 007 269**

Home and Family. Social Studies Guide, Unit I, Kindergarten.

South Dakota State Dept. of Public Instruction, Pierre.

Pub Date [69]

Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Guides, *Early Childhood Education, *Family Life Education, *Kindergarten, *Social Studies

GRADES OR AGES: Kindergarten. **SUBJECT MATTER:** Social studies: home and family. **ORGANIZATION AND PHYSICAL APPEARANCE:** The introductory material includes an overview of the unit, suggestions for incorporating it in the K-12 social studies program, performance criteria, and suggested ways to initiate the unit. The main text is presented in four columns: content, teacher activities, learning activities that involve students, and resources. Additional material includes a short section on evaluation and teacher resources. The guide is mimeographed and staple bound with a soft cover. **OBJECTIVES AND ACTIVITIES:** General objectives are included in the introductory material. Student activities are listed in the main text. **INSTRUCTIONAL MATERIALS:** Materials are listed in the main text and there is also a section on teacher resources including poems, audio-visual material, charts and pictures, music texts, and books. **STUDENT ASSESSMENT:** Brief criteria are included for student self-evaluation, teacher evaluation of students, and teacher self-evaluation. (MBM)

ED 054 098 **SP 007 270**

Families in the Community. Social Studies Guide, Unit II, Year 1.

South Dakota State Dept. of Public Instruction, Pierre.

Pub Date [69]

Note—49p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indian Culture, *Curriculum Guides, *Family Life, *Grade 1, *Social Studies

GRADES OR AGES: Grade 1. **SUBJECT MATTER:** Social studies: Families in the community. **ORGANIZATION AND PHYSICAL APPEARANCE:** The introductory material includes an overview of the unit, suggestions for incorporating it in the K-12 social studies program, and suggested ways to initiate the unit. The main text is presented in four columns: content, teacher direction, student learning activities, and resources. (All resource materials are in fact listed in the bibliography, leaving this column blank.) Additional material includes a short section on evaluation, a bibliography, and a sample unit on a Sioux family. The guide is mimeographed and staple-bound with a soft cover. **OBJECTIVES AND ACTIVITIES:** General objectives are given in the introductory material. Student activities are listed in the main text. **INSTRUCTIONAL MATERIALS:** The bibliography lists books, pictures, films, filmstrips, and records. **STUDENT ASSESSMENT:** Criteria are provided for student self-evaluation, teacher evaluation of students, and teacher self-evaluation. (MBM)

ED 054 099 **SP 007 271**

Families Around the World. Social Studies Guide, Unit II, Year 2.

South Dakota State Dept. of Public Instruction, Pierre.

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Guides, *Geography, *Grade 2, *Social Studies

Identifiers—*Mexico

GRADES OR AGES: Grade 2. **SUBJECT MATTER:** Social studies: families around the world. **ORGANIZATION AND PHYSICAL APPEARANCE:** The introductory material includes an overview of the unit and suggestions for initiating and incorporating the unit in the K-12 social studies program. The main text is presented in four columns: content, teacher contribution and direction, student learning activities, and resources. Additional material includes a short section on evaluation, a bibliography, sample letters to parents, and a pilot study from Roosevelt Elementary School, Aberdeen. The only foreign country considered in the unit is Mexico. The guide is mimeographed and staple bound with a

soft cover. **OBJECTIVES AND ACTIVITIES:** General objectives are included in the introductory material. Student activities are given in the main text. **INSTRUCTIONAL MATERIALS:** The bibliography includes books, filmstrips, tapes, and records. **STUDENT ASSESSMENT:** Criteria are provided for student self-evaluation, teacher evaluation of students, and teacher self-evaluation. (MBM)

ED 054 100 **SP 007 272**

Argentina. Social Studies Guide, Unit II, Year 3.

South Dakota State Dept. of Public Instruction, Pierre.

Pub Date [69]

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Guides, *Geography, *Grade 3, *Social Studies

GRADES OR AGES: Grade 3. **SUBJECT MATTER:** Social studies: Argentina, the Pampas. **ORGANIZATION AND PHYSICAL APPEARANCE:** The introductory material includes an explanation and overview of the unit and suggestions for initiating the unit and integrating it with the K-12 social studies program. The main text is presented in four columns: content, teacher direction and contribution, learning activities, and resources. There is a short section on evaluation and a bibliography. The guide is mimeographed and staple bound with a soft cover. **OBJECTIVES AND ACTIVITIES:** General objectives are included in the introductory material. Student activities are listed in the main text. **INSTRUCTIONAL MATERIALS:** Films, records, and books are listed in the main text as well as in the bibliography. **STUDENT ASSESSMENT:** Criteria are provided for student self-evaluation and group-evaluation, teacher evaluation of students, and teacher self-evaluation. (MBM)

ED 054 101 **SP 007 273**

Agriculture in Australia. Social Studies Guide, Unit II-A, Year 4.

South Dakota State Dept. of Public Instruction, Pierre.

Pub Date [69]

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Agriculture, *Curriculum Guides, *Geography, *Grade 4, *Social Studies

GRADES OR AGES: Grade 4. **SUBJECT MATTER:** Social studies: agriculture in Australia. **ORGANIZATION AND PHYSICAL APPEARANCE:** The introductory material includes an overview of the unit and suggestions for initiating and integrating it with the K-12 social studies program. The main text is set in four columns: content, teacher contribution and distribution, student learning activities, and resources. A sub-unit on agriculture is similar. The guide is mimeographed and staple bound with a soft cover. **OBJECTIVES AND ACTIVITIES:** General objectives are included in the introductory material. Student activities are included in the main text. **INSTRUCTIONAL MATERIALS:** Lists of suggested materials are included in the main text, and there is also a bibliography. **STUDENT ASSESSMENT:** Criteria are provided for student self-evaluation, teacher evaluation of students, and teacher self-evaluation. (MBM)

ED 054 102 **SP 007 274**

Revolution and Conflict. Social Studies Guide, Unit III, Year 5.

South Dakota State Dept. of Public Instruction, Pierre.

Pub Date [69]

Note—57p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Guides, *Grade 5, *History, *Political Science, *Social Studies

GRADES OR AGES: Grade 5. **SUBJECT MATTER:** Social studies: revolution and conflict. **ORGANIZATION AND PHYSICAL APPEARANCE:** The introductory material includes an overview of the unit, suggestions for integrating it with the rest of K-12 social studies program, and suggestions for initiating the unit. The main text is presented in four columns: content, teacher contribution and directions, learning activities, and resources. There is a short section on evaluation, a cumulative record of one teacher's use of the unit, and detailed lesson plans prepared by another teacher. **OBJECTIVES AND**

ACTIVITIES: General objectives are given in the introductory material and specific objectives are included in the lesson plans in Addenda 2. Student activities are included in the main text and also in Addenda 2. **INSTRUCTIONAL MATERIALS:** Films, filmstrips, tapes, and books are listed in the main text, and bibliographies are also included for the two addenda. **STUDENT ASSESSMENT:** Criteria are provided for student self-evaluation, teacher evaluation of students, and teacher self-evaluation. (MBM)

ED 054 103 SP 007 275
The Gift of the Nile. Social Studies Guide, Unit I, Year 6.

South Dakota State Dept. of Public Instruction, Pierre.
Pub Date [69]
Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors:—*Curriculum Guides, *Geography, *Grade 6, *History, *Social Studies

GRADES OR AGES: Grade 6. **SUBJECT MATTER:** Social studies: the gift of the Nile. **ORGANIZATION AND PHYSICAL APPEARANCE:** The introductory material includes an overview of the unit, notes on its place in the K-12 social studies program, and suggested ways to initiate the unit. The unit material is presented in four columns: content, teacher contribution and direction, student learning activities, and resources. There is also a short section on evaluating the unit with other areas in the curriculum. The guide is mimeographed and staple bound with a soft cover. **OBJECTIVES AND ACTIVITIES:** General objectives are included in the introductory material. Student activities are listed in the main text. **INSTRUCTIONAL MATERIALS:** Books, films, filmstrips, and magazines are listed at the end of the guide. **STUDENT ASSESSMENT:** Suggestions are given for student self-evaluation, teacher evaluation of students, and teacher self-evaluation. (MBM)

ED 054 104 SP 007 276
The Family. Social Studies Guide, Unit III, Year 7.

South Dakota State Dept. of Public Instruction, Pierre.
Pub Date [69]
Note—42p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors:—*Cultural Differences, *Curriculum Guides, *Family Life Education, *Grade 7, *Social Studies

GRADES OR AGES: Grade 7. **SUBJECT MATTER:** Social studies: the family. **ORGANIZATION AND PHYSICAL APPEARANCE:** The introductory material includes an overview of the unit, notes on the K-12 social studies program, performance criteria, and suggested ways to initiate the unit. The main text is presented in four columns: content, teacher direction, learning activities, and resources. There is also a bibliography, self-rating charts, and a chart for the process observer. The guide is mimeographed and staple bound with a soft cover. **OBJECTIVES AND ACTIVITIES:** General objectives are listed in the introductory material. Student activities are included in the main text. **INSTRUCTIONAL MATERIALS:** Films, books, and other resources are noted in the main text. There is also a bibliography for teachers and additional lists of films and library and paperback books. **STUDENT ASSESSMENT:** Criteria are included for student self-evaluation, teacher evaluation of students, and teacher self-evaluation. (MBM)

ED 054 105 SP 007 277
Pockets of Poverty. Social Studies Guide, Unit IV, Year 8.

South Dakota State Dept. of Public Instruction, Pierre.
Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors:—*Curriculum Guides, *Economically Disadvantaged, *Ethnic Studies, *Grade 8, *Social Studies

GRADES OR AGES: Grade 8. **SUBJECT MATTER:** Social studies: pockets of poverty. **ORGANIZATION AND PHYSICAL APPEARANCE:** The introductory material includes an overview of the unit and an explanation of how it is incorporated in the K-12 social studies program. The main content is presented in four

columns of content, teacher directions, learning activities, and resources. There is a short section of evaluation and a bibliography. The guide is mimeographed and staple bound with a soft cover. **OBJECTIVES AND ACTIVITIES:** The overall objectives are listed in the introductory material. Student activities are detailed in the main text. **INSTRUCTIONAL MATERIALS:** Films and filmstrips are listed in the main text. A bibliography lists books, pamphlets, and general reference materials. **STUDENT ASSESSMENT:** Criteria are given for student self-evaluation, teacher evaluation of students, and teacher self-evaluation. (MBM)

ED 054 106 SP 007 278
Elections. Social Studies Guide, Unit IV, Year 9.

South Dakota State Dept. of Public Instruction, Pierre.
Pub Date [69]
Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors:—*Curriculum Guides, *Elections, *Grade 9, *Political Issues, *Secondary Education, *Social Studies

GRADES OR AGES: Grade 9. **SUBJECT MATTER:** Social studies: political parties and elections. **ORGANIZATION AND PHYSICAL APPEARANCE:** The place of the unit in the social studies K-12 program is explained with suggested ways of initiating the unit. The content of the unit is presented in four columns: content, teacher direction, learning activities, and resources. Additional material includes evaluation criteria and suggestions for bulletin boards and political action. The guide is mimeographed and staple bound with a soft cover. **OBJECTIVES AND ACTIVITIES:** General performance criteria are given in the introductory material. Specific activities are listed as part of the main content. **INSTRUCTIONAL MATERIALS:** Texts, books, pamphlets, and other materials are listed. **STUDENT ASSESSMENT:** A brief section contains suggestions for student self-evaluation, teacher evaluation of students, and teacher self-evaluation. (MBM)

ED 054 107 SP 007 279
The Agricultural Revolution. Social Studies Guide, Unit II-A, Year 11.

South Dakota State Dept. of Public Instruction, Pierre.
Pub Date [69]
Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors:—*Agriculture, *Curriculum Guides, *Grade 11, *Secondary Education, *Social Studies

GRADES OR AGES: Grade 11. **SUBJECT MATTER:** Social studies: the agricultural revolution. **ORGANIZATION AND PHYSICAL APPEARANCE:** The material for the unit is presented in four columns: content, teacher contribution and direction, student learning activities, and resources. Other material includes an overview of the unit, with details for daily procedure in the classroom, performance criteria, and evaluation criteria. The guide is mimeographed and staple bound with a soft cover. **OBJECTIVES AND ACTIVITIES:** The objectives for the unit are set out in the section on daily procedures in the classroom. Activities are given in detail in the main section of the guide. **INSTRUCTIONAL MATERIALS:** Materials are listed in detail in the main section of the guide. **STUDENT ASSESSMENT:** Student self-evaluation criteria and teacher criteria for evaluation of students are included. (MBM)

ED 054 108 SP 007 280
Guide on Smoking.

South Dakota State Dept. of Public Instruction, Pierre.

Note—77p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors:—*Curriculum Guides, *Elementary School Curriculum, *Grade 5, *Grade 6, *Grade 7, *Grade 8, *Grade 9, *Grade 10, *Grade 11, *Grade 12, *Health Education, *Secondary Education, *Smoking

GRADES OR AGES: Grades 5-12. **SUBJECT MATTER:** Smoking. **ORGANIZATION AND PHYSICAL APPEARANCE:** The guide has three major parts—1) an outline of basic facts; 2) resource guide on smoking and its relationship to health and disease, with sample lesson plans and vocabulary; and 3) appendix, including question-

naires, selected key facts on smoking, a sample open letter to parents, the Thompson smoking and tobacco knowledge test, and a bibliography and list of resource materials. The guide is lithographed and staple bound with a soft cover. **OBJECTIVES AND ACTIVITIES:** Objectives for teachers and students are provided for grades 5 and 6, grades 7, 8 and 9, and grades 10, 11 and 12. Suggested activities are given for the same three sections, together with sample lesson plans. **INSTRUCTIONAL MATERIALS:** A brief bibliography is included together with a list of educational materials for teachers, the general public, and students. **STUDENT ASSESSMENT:** Suggestions for evaluation of grades 5 and 6 are included which use the questionnaires. (MBM)

ED 054 109 SP 007 292
The Making of an American. An Elementary Social Studies Curriculum Supplement.

Fairfax County Schools, Va.
Pub Date July 69
Note—46p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors:—American History, *Curriculum Guides, *Grade 5, *Social Studies, *United States History

GRADES OR AGES: Grade 5. **SUBJECT MATTER:** Social studies. **ORGANIZATION AND PHYSICAL APPEARANCE:** The guide is divided into five units: "Seventeenth and Eighteenth Century New England," "The Constitution," "Westward Expansion," "Two Latin American Countries," and "Slavery in America." It is printed and staple bound with a paper cover. **OBJECTIVES AND ACTIVITIES:** Each unit begins with an outline of major concepts and skills to be learned. Activities described in each unit include discussion and reading, field trips, problem solving, and role playing. Very specific questions are given to guide discussions. Suggestions for timing of units are included. **INSTRUCTIONAL MATERIALS:** Each unit contains an extensive annotated list of basic books, supplementary books, films, and other multimedia materials. Some units contain a short list of teacher references. **STUDENT ASSESSMENT:** Very general guidelines for evaluation are included in the introduction. (RT)

ED 054 110 SP 007 293
Framework for Freedom in the English Curriculum.

Fairfax County Schools, Va.
Pub Date 70
Note—92p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors:—*Composition (Literary), *Curriculum Guides, *English Curriculum, *Grade 7, *Grade 8, *Grade 9, *Grade 10, *Grade 11, *Grade 12, *Literature Appreciation, *Secondary Grades, *Thematic Approach

GRADES OR AGES: Grades 7-12. **SUBJECT MATTER:** English. **ORGANIZATION AND PHYSICAL APPEARANCE:** The guide is divided into three sections, one each for grades 7-8, 9-10, and 11-12. Each unit contains a subunit on composition activities and eight sample thematic subunits for literature study. The guide is printed and perfect-bound with a paper cover. **OBJECTIVES AND ACTIVITIES:** Each subunit on composition lists specific skill objectives and several related activities. Examples of skill objectives are discriminating between fact and opinion, using sentence variety, and using transitional devices. Activities listed in the thematic literature subunits include discussion, oral reports, individual research projects, and role playing. A number of activities in each subunit require the use of tape recorders or video equipment. Examples of unit topics are "What Price Prejudice," "Who Am I?," "Challenge of the Unknown," and "War and Its Disillusionment." **INSTRUCTIONAL MATERIALS:** Resources needed for each thematic unit are listed in the unit. They include a wide variety of novels, short stories, bibliographies, plays, poetry, essays, films, and records. **STUDENT ASSESSMENT:** No mention. (RT)

ED 054 111 SP 007 294
Drug Education Curriculum Guide, Grades 4-12.

Fairfax County Schools, Va.
Pub Date Sep 70
Note—160p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors:—*Curriculum Guides, *Drug Abuse, *Elementary Grades, *Grade 4, *Grade 5, *Grade

6, Grade 8, Grade 9, Grade 10, *Secondary Grades

GRADES OR AGES: Grades 4-12. **SUBJECT MATTER:** Drug education. **ORGANIZATION AND PHYSICAL APPEARANCE:** The guide consists of a series of color-coded units, one for each grade, followed by several appendices. Units are either in column or list form. The guide is xeroxed and looseleaf-bound with a soft cover. **OBJECTIVES AND ACTIVITIES:** The curriculum outline in the guide is intended to be incorporated into courses such as health education, science, home economics, social studies, English, and driver education. The units for grades 4, 5, 6, 8, 9, and 10 contain a list of "fundamental learnings." Coordinated with this list is another list of "suggested activities, questions, and references." Activities in the lower grades emphasize role playing and student projects, while the upper grades emphasize reading and discussion. Units for grades 7, 11, and 12 contain only brief, general guidelines for incorporating drug education into the regular curriculum. **INSTRUCTIONAL MATERIALS:** The appendices contain curriculum materials, a bibliography, a directory of resources and materials, and a suggested minimum list of school reference material. In addition, some units correlate specific materials with activities or concepts. **STUDENT ASSESSMENT:** No mention. (RT)

ED 054 112 SP 007 295
Health and Physical Education, Grades 7-8. Teacher's Guide.

Fairfax County Schools, Va.

Pub Date 67

Note—139p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors: *Curriculum Guides, *Grade 7, *Grade 8, *Health Education, *Physical Education

GRADES OR AGES: Grades 7-8. **SUBJECT MATTER:** Physical and health education. **ORGANIZATION AND PHYSICAL APPEARANCE:** The guide is divided into five main sections: 1) organization and administration, 2) content outline and timing, 3) health education program outline, 4) intramural sports, 5) sample units of instruction. Section 5 comprises one half of the guide. The guide is xeroxed and staple-bound with a paper cover. **OBJECTIVES AND ACTIVITIES:** The sample units list skills to be taught in specific areas of games, gymnastics, track and field, and dance. Earlier sections contain suggestions on methods of organizing the class, student-teacher relations, and scheduling. A short list of program objectives appears in the introduction. **INSTRUCTIONAL MATERIALS:** Each sample unit includes a list of required equipment and a short list of teacher references. In addition, the guide contains a bibliography of books, magazines, catalogs, films and filmstrips, and other multimedia materials. **STUDENT ASSESSMENT:** Each sample unit lists several sources for skill and knowledge tests in that area. The guide also contains guidelines and references for diagnostic physical fitness testing. (RT)

ED 054 113 SP 007 296

Kindergarten Instruction. A Guide for Teachers.

Fairfax County Schools, Va.

Pub Date Aug 69

Note—215p.

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors: Art Education, *Curriculum Guides, Dramatic Play, *Kindergarten, Language Arts, Mathematics Curriculum, Music Education, Physical Education, Science Curriculum, Social Studies

GRADES OR AGES: Kindergarten. **SUBJECT MATTER:** General, including the following categories: language development, social studies, mathematics and science, music art, dramatic play, and physical development. **ORGANIZATION AND PHYSICAL APPEARANCE:** The central part of the guide is divided into eight sections, one for each of the above-mentioned program categories. Each section is laid out in four columns across two pages. Column headings are understandings, behavioral objectives, suggested activities and teaching procedures, and instructional resources. The guide is mimeographed and spiral-bound with a paper cover. **OBJECTIVES AND ACTIVITIES:** Each section contains a variety of activities; they are about equally divided between group and individual activities.

Each set of activities is related to a specific behavioral objective and to a more general concept. An introductory section lists general objectives of the kindergarten program and gives detailed guidelines for the first two weeks of school. **INSTRUCTIONAL MATERIALS:** The introductory section describes how to set up learning centers in the classroom and lists materials needed for each center. In the eight content sections, books, records, and films are coordinated with other activities. The guide also contains a bibliography of books for children and a list of teacher references. **STUDENT ASSESSMENT:** The guide includes a sample evaluation form. (RT)

ED 054 114 SP 007 297

Home Economics Education. Course of Study for Occupationally Oriented Classes. Grades 8, 9, 10.

Fairfax County Schools, Va.

Pub Date Aug 68

Note—210p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors: *Curriculum Guides, Grade 8, Grade 9, Grade 10, *Home Economics Education, *Occupational Home Economics, *Secondary Grades

GRADES OR AGES: Grades 8-10. **SUBJECT MATTER:** Vocational home economics. **ORGANIZATION AND PHYSICAL APPEARANCE:** The guide is divided into three sections, one for each grade. Sections are further subdivided into units, each of which is laid out in three columns. Column headings are goals and concepts, activities and resources and notes. The guide is printed and spiral-bound with a paper cover. **OBJECTIVES AND ACTIVITIES:** Skill, behavioral, and attitudinal objectives are listed in each unit. One or more activities are correlated with each objective. Activities cover a variety of home economics topics, including child care, cooking, sewing, grooming, family relations, home nursing, and consumer education. The guide emphasizes individual or group student projects. **INSTRUCTIONAL MATERIALS:** Print and audiovisual materials are coordinated with activities in each unit. In addition there is a list of books, pamphlets, films, and filmstrips at the end of each section. **STUDENT ASSESSMENT:** No mention. (RT)

ED 054 115 SP 007 298

Teaching Music. A Guide for Teachers, Grades 1-6.

Fairfax County Schools, Va.

Pub Date Mar 68

Note—141p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors: *Curriculum Guides, *Elementary Grades, *Music Education

GRADES OR AGES: Grades 1-6. **SUBJECT MATTER:** Music. **ORGANIZATION AND PHYSICAL APPEARANCE:** The guide is divided into five topic sections. Section titles are "Listen," "Sing and Play Instruments," "Move to Music," "Read and Write Music," and "Create." The guide is printed and perfect-bound with a paper cover. **OBJECTIVES AND ACTIVITIES:** Each section contains a list of objectives for that area of music education and several suggested lesson plans. Activities in each plan are outlined in detail. There is no designation of specific grade level for any area of the curriculum or any lesson plan. **INSTRUCTIONAL MATERIALS:** Materials needed for an activity are listed with the activity description. In addition, the guide contains the music for numerous songs and pictures and descriptions of musical instruments. There are lists of materials for each section and an extensive list of materials, equipment, and sources in an appendix. **STUDENT ASSESSMENT:** No mention. (RT)

ED 054 116 SP 007 302

Education in Human Growth and Development.

[Volumes I and II.]

Montclair Public Schools, N.J.

Pub Date Mar 68

Note—102p.; Working copy

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors: *Curriculum Guides, *Family Life Education, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 12, *Human Development, Kindergarten, *Mental Health, *Sex Education

GRADES OR AGES: Grades K-12. **SUBJECT MATTER:** Human growth and development. **ORGANIZATION AND PHYSICAL APPEARANCE:** The guide is in two parts, K-6 and 7-12, the first being more fully developed. The K-6 guide has a section for each grade, with subsections on individual process, social process, family process, and growth and development process. There are lists of resource materials for K-2, 3-4, and 5-6. The 7-12 guide has the following sections: Grade 7, mental health; Grade 8, heredity and environment; Grade 9, (girls) maturity, characteristics, and responsibilities, (boys) maturity, characteristics, and responsibilities; Grade 10, your problems—personal and social; Grade 12, (girls) family living. There are lists of resource materials for 7-8, 9, and 12. There is a final section on integrating the course with the total school program. The guide is mimeographed and spiral-bound with a soft cover. **OBJECTIVES AND ACTIVITIES:** Objectives are set out at the beginning of the two parts of the guide. Suggested methods of presentation are listed but there are no detailed activities. **INSTRUCTIONAL MATERIALS:** The resource materials include books for teachers and parents, books for students, films, filmstrips, picture series, transparencies, and slides. **STUDENT ASSESSMENT:** No provision is made for evaluation. (MBM)

ED 054 117 SP 007 303

Family Living and Sex Education. Curriculum Guide.

Portland Public Schools, Maine.

Note—212p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors: *Curriculum Guides, *Family Life Education, Grade 5, Grade 6, Grade 7, Grade 9, *Intermediate Grades, *Junior High Schools, *Sex Education

GRADES OR AGES: Grades 5, 6, 7 and 9. **SUBJECT MATTER:** Family living and sex education. **ORGANIZATION AND PHYSICAL APPEARANCE:** The guide has four chapters, one for each grade: 1) "Discovering Yourself," 2) "Growing up in Relationships with Others," 3) "Adolescent Development," and 4) "Understanding Maturity." Each chapter begins with an introduction, objectives, and course overview, followed by individual lesson plans. A vocabulary list is given at the end of each lesson, and there is a glossary defining terms at the end of the guide. The guide is mimeographed and spiral-bound with a soft cover. **OBJECTIVES AND ACTIVITIES:** The objectives are set out at the beginning of each chapter. Activities suggested include discussions and questions, and the viewing of films and transparencies. **INSTRUCTIONAL MATERIALS:** Films, filmstrips, and transparencies to be used are indicated in each lesson plan. There is also a short bibliography. **STUDENT ASSESSMENT:** Evaluation forms are included for each grade. There are also pretests to assess the knowledge of the class for grades 6, 7 and 9. (MBM)

ED 054 118 SP 007 311

Beakley, John C. And Others.

The Source Book of Marine Sciences.

Florida State Dept. of Education, Tallahassee.

Div. of Curriculum and Instruction.

Pub Date 70

Note—152p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors: *Biology, *Curriculum Guides, *High School Curriculum, *Marine Biology, *Science Curriculum

GRADES OR AGES: Not specified. **SUBJECT MATTER:** Marine sciences. **ORGANIZATION AND PHYSICAL APPEARANCE:** The guide has 39 chapters, each set out in a similar pattern but with minor variations: 1) to the teacher, 2) to the student, 3) problem or purpose, 4) materials, 5) procedure, 6) questions for consideration, and 7) references. Major topics covered include saltwater aquaria, the nature of tides, use of a microscope, beach analysis, the salinity of sea water, studies of a variety of sea creatures, the analysis of marine populations, and the preparation of herbarium mounts. The guide is illustrated with drawings and some photographs. It is printed and perfect-bound with a soft cover. **OBJECTIVES AND ACTIVITIES:** The objectives for each lesson are given in the paragraphs on "purpose." The greater part of each chapter covers student activities. **INSTRUCTIONAL MATERIALS:** Equipment needed for the various activities,

together with reference material, is listed in each chapter. There are separate lists of periodicals, newsletters and journals, and films. (MBM)

ED 054 119 SP 007 312
English in Florida Secondary Schools. A Guide.
 Florida State Dept. of Education, Tallahassee.
 Report No.—Bull-35A
 Pub Date 70
 Note—203p.

EDRS Price MF-\$0.65 HC-\$9.87
 Descriptors—*Curriculum Guides, *English Curriculum, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12, Grammar, *High School Curriculum, *Literature, *Reading, Speech, Writing

GRADES OR AGES: Grades 7-12. **SUBJECT MATTER:** English. **ORGANIZATION AND PHYSICAL APPEARANCE:** The guide has the following chapters: 1) "Literature," dimensions of the program, organizing the program, individual reading; 2) "Reading," objectives of a developmental program, planning a developmental program, areas of emphasis; 3) "Grammar and Usage," purposes in teaching grammar, the ferment in grammar, principles to guide the teaching of grammar, usage, aspects of language study for advanced students; 4) "Writing," motivation, preparation, how much writing, evaluative writing, suggested speech improvements, cumulative records, conferences, elementary principles of composition, mechanics, spelling, personal and creative writing, utilitarian writing, critical and intellectual writing, courses in writing; 5) "Speech in the English Class"; 6) "Listening and Viewing"; 7) "Planning Instruction"; and 8) "Articulation." The guide is printed and perfect-bound with a soft cover. **OBJECTIVES AND ACTIVITIES:** No separate listings of objectives and activities are provided, but suggestions are incorporated in the text. **INSTRUCTIONAL MATERIALS:** A list of books is provided in chapter 1. There is also a listing of publications for teachers of English, and films, filmstrips, and slides. **STUDENT ASSESSMENT:** Suggestions for evaluation are incorporated in the text. (MBM)

ED 054 120 SP 007 318
A Drug Education Program.
 Chapel Hill City Schools, N.C.
 Pub Date Mar 70
 Note—65p.

EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—*Curriculum Guides, *Drug Abuse, *Elementary School Curriculum, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12, *Health Education, Kindergarten, *Secondary Education

GRADES OR AGES: K-12. **SUBJECT MATTER:** Drug education. **ORGANIZATION AND PHYSICAL APPEARANCE:** The introductory material includes objectives, a discussion of drugs as a community problem, suggestions for teaching about drugs, and the teaching of values. The program content is divided into primary grades, grade four, grade five, grade six, the middle grades, and senior high. Additional material includes teaching resources, bibliography, glossary (classification of drugs, drug slang, and technical terms), and current laws relating to the control of drugs. The guide is mimeographed and staple-bound with a soft cover. **OBJECTIVES AND ACTIVITIES:** General objectives are listed in the introductory material. Typical activities are suggested for the various grades. **INSTRUCTIONAL MATERIALS:** Resource materials listed include people and organizations, books and pamphlets, and films. **STUDENT ASSESSMENT:** No provision is made for student evaluation. (Related document is SP 007 319) (MBM)

ED 054 121 SP 007 319
Values.
 Chapel Hill City Schools, N.C.
 Pub Date Jun 69
 Note—55p.

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Curriculum Guides, *Elementary School Curriculum, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12, *Personal Values, *Secondary Education, *Values

GRADES OR AGES: Grades 1-12. **SUBJECT MATTER:** Values. **ORGANIZATION AND**

PHYSICAL APPEARANCE: The guide is intended to define the development of the valuing process and contains ideas for classroom teachers. It is not a conventional curriculum guide but is recommended for use with the guide on drug education (SP 007 318). It contains the following chapters: 1) The Difficulty of Developing Values, 2) What Do We Mean by Values? 3) A Process Approach, 4) Classroom Climate, 5) How Can a Teacher Apply the Valuing Process? 6) The Value Sheet, 7) Role-Playing, 8) The Filmstrip, 9) The Open-Ended Story, and 10) Other Value-Clarifying Methods. An appendix contains samples of values sheets and open-ended stories, a teacher's guide for a filmstrip, some common questions teachers ask, and a bibliography. The guide is mimeographed and staple-bound with a soft cover. **OBJECTIVES AND ACTIVITIES:** As this is not a formal curriculum guide, objectives are not detailed, but activities are suggested throughout the text. **INSTRUCTIONAL MATERIALS:** A list of filmstrips is provided together with a 35-item bibliography. **STUDENT ASSESSMENT:** No provision is made for evaluation. [Not available in hardcopy due to marginal legibility of original document.] (MBM)

ED 054 122 SP 007 320
Driver Education Curriculum Guide, 1970.
 District of Columbia Public Schools, Washington, D.C.
 Pub Date 69
 Note—57p.

EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—*Curriculum Guides, *Driver Education, *Grade 10, *High School Curriculum, *Motor Vehicles

GRADES OR AGES: Grade 10. **SUBJECT MATTER:** Driver education. **ORGANIZATION AND PHYSICAL APPEARANCE:** The guide has the following sections: 1) administration of driver education; 2) rules and regulations of the Department of Motor Vehicles pertinent to the driver education program; 3) instructional planning; 4) suggested 18-week course outline for driver education; 5) Appendix A, summer school program; 6) Appendix B, Saturday school program; 7) Appendix C, evening adult education programs; 8) Appendix D, commonly used forms, lists, and procedures; and 9) Appendix E, source materials and audiovisual aids. The guide is printed and staple-bound with a soft cover. **OBJECTIVES AND ACTIVITIES:** General objectives are listed at the beginning of the guide with a note on specific instructional objectives. Activities are listed in the course outlines. **INSTRUCTIONAL MATERIALS:** The instructional materials listed include films and filmstrips, with notes on other materials and services available. **STUDENT ASSESSMENT:** Evaluation is built into the course descriptions culminating in the successful completion of all road tests. (MBM)

ED 054 123 SP 007 321
Handbook for the Language Arts. Volume A: Kindergarten Level, Readiness Level, Level One.
 District of Columbia Public Schools, Washington, D.C.

Pub Date 68
 Note—474p.; An Experience Report
EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—*Curriculum Guides, Grade 1, Kindergarten, *Language Arts, *Listening, *Primary Grades, *Speaking, Writing

GRADES OR AGES: Kindergarten and grade 1. **SUBJECT MATTER:** Language arts. **ORGANIZATION AND PHYSICAL APPEARANCE:** The guide has three main sections: 1) kindergarten level—listening skills, speaking skills; 2) readiness level—listening skills, speaking skills; and 3) level one—listening skills, speaking skills, writing skills. The material in each section is set out in three columns: skills, teaching procedures, and materials. The guide is lithographed and spiral-bound with a soft cover. **OBJECTIVES AND ACTIVITIES:** Some general objectives are given in the introductory material. Detailed activities are suggested in the teaching procedures column. **INSTRUCTIONAL MATERIALS:** Resource materials are listed in each section and include books, pictures, records, films and filmstrips, and a variety of other objects. **STUDENT ASSESSMENT:** No provision is made for evaluation. (MBM)

ED 054 124 SP 007 322
Handbook for the Language Arts. Volume B: Level Two and Level Three.

District of Columbia Public Schools, Washington, D.C.

Pub Date 69
 Note—582p.

EDRS Price MF-\$0.65 HC-\$19.74
 Descriptors—*Curriculum Guides, Grade 2, Grade 3, *Language Arts, *Listening, *Primary Grades, *Speaking, *Writing

GRADES OR AGES: Grades 2 and 3. **SUBJECT MATTER:** Language arts. **ORGANIZATION AND PHYSICAL APPEARANCE:** The guide has two main sections, level two and level three, each subdivided into listening skills, speaking skills, and writing skills. The material in each section is set out in three columns: skills, teaching procedures, and materials. The guide is lithographed and spiral-bound with a soft cover. **OBJECTIVES AND ACTIVITIES:** Some general objectives are given in the introductory material. Detailed activities are suggested in the teaching procedures column. **INSTRUCTIONAL MATERIALS:** Resource materials are listed in each section and include books, pictures, records, films and filmstrips, and a variety of other objects. **STUDENT ASSESSMENT:** No provision is made for evaluation. (MBM)

ED 054 125 SP 007 323
Language Arts, 7-10.
 Ames Public Schools, Iowa.
 Pub Date 70
 Note—86p.

EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—*Curriculum Guides, Grade 7, Grade 8, Grade 9, Grade 10, *Language Arts, *Secondary Grades

GRADES OR AGES: Grades 7-10. **SUBJECT MATTER:** Language arts. **ORGANIZATION AND PHYSICAL APPEARANCE:** The guide is divided into four color-coded sections, one for each grade. It is mimeographed and looseleaf-bound with a paper cover. **OBJECTIVES AND ACTIVITIES:** No objectives are mentioned. Activities listed in each section are organized into thematic units. Although units should be taken in sequence, no other timing or organization of the listed activities is suggested. The emphasis in language study is on variety of usage and the selection of appropriate usage for different situations. **INSTRUCTIONAL MATERIALS:** Each unit includes a list of materials, mostly print, rather than audiovisual. Some materials are correlated with specific activities; others are simply included in theme-oriented reading lists. **STUDENT ASSESSMENT:** No mention. (RT)

ED 054 126 SP 007 324
Hannigan, Joseph T. Engvall, Richard E. Introduction to Computer Programming.
 Framingham Public Schools, Mass.
 Pub Date 70
 Note—127p.

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Computer Science Education, *Curriculum Guides, *Programming

GRADES OR AGES: No mention. **SUBJECT MATTER:** Computer programming. **ORGANIZATION AND PHYSICAL APPEARANCE:** The guide is divided into seven chapters, each of which is in outline form with numerous diagrams and charts. It is mimeographed and looseleaf-bound with a paper cover. **OBJECTIVES AND ACTIVITIES:** No objectives are mentioned. Each of the seven chapters—covering history of computers, numeration systems, flow charting, equipment, machine and assembly language, basic, and focal—consists of a detailed content outline followed by several problems to be assigned. Problems involve performing calculations or writing programs. **INSTRUCTIONAL MATERIALS:** Several references are listed at the beginning of each chapter. **STUDENT ASSESSMENT:** No mention. [Not available in hardcopy due to marginal legibility of original document.] (RT)

ED 054 127 SP 007 325
Anastas, Robert. Comp. And Others. Drugs and Drug Abuse.
 Framingham Public Schools, Mass.
 Pub Date 70

Note—45p.; Revised 1970
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Guides, *Drug Abuse, *Secondary Grades

GRADES OR AGES: Secondary grades. **SUBJECT MATTER:** Drugs and drug abuse. **ORGANIZATION AND PHYSICAL AP-**

PEARANCE: The guide is divided into several sections, each of which is in outline or list form. It is xeroxed and spiral-bound with a paper cover. **OBJECTIVES AND ACTIVITIES:** No objectives are mentioned. The major portion of the guide contains a detailed content outline for a course on drugs. It is divided into five units according to the type of drug—stimulant, depressant, hallucinogen, narcotic, or malotile. The guide also contains a very brief outline and schedule for a 10-day seminar on drugs. **INSTRUCTIONAL MATERIALS:** The guide contains a glossary of slang drug terms and extensive lists of books, journal articles, filmstrips, videotapes, and other sources of information. **STUDENT ASSESSMENT:** No mention. (RT)

ED 054 128 SP 007 327
Strategies for Creative Language Instruction.
Ferguson-Florissant School District, Ferguson, Mo.

Pub Date 69

Note—142p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Curriculum Guides, *Intermediate Grades, *Language Arts

GRADES OR AGES: Can be used at any level, but is mostly geared to "intermediate children." **SUBJECT MATTER:** Language arts. **ORGANIZATION AND PHYSICAL APPEARANCE:** The guide is divided into five main sections, one each for perceiving, listening, speaking, reading, and writing. Each section is in list form. The guide is xeroxed and staple-bound with a paper cover. **OBJECTIVES AND ACTIVITIES:** About 10-15 objectives, mostly attitudinal, are listed for each section, with a code indicating the appropriateness of each objective for early, middle, and later childhood. A variety of activities are then listed under each objective. Activity descriptions are detailed, with emphasis on independent student activities and correlation of activities with "real life," as in analyzing newspaper editorials and television commercials. **INSTRUCTIONAL MATERIALS:** Materials needed for an activity are mentioned in the activity description. The guide also contains a brief annotated list of teacher references. **STUDENT ASSESSMENT:** No mention. (RT)

ED 054 129 SP 007 328
Science Experience Unit: Conservation.

Ferguson-Florissant School District, Ferguson, Mo.

Pub Date Sep 70

Note—46p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Conservation Education, *Curriculum Guides, *Environmental Education, *Intermediate Grades

GRADES OR AGES: Intermediate grades. **SUBJECT MATTER:** Conservation. **ORGANIZATION AND PHYSICAL APPEARANCE:** The guide is divided into 24 experiments. It is mimeographed and staple-bound with a paper cover. **OBJECTIVES AND ACTIVITIES:** A specific skill or knowledge objective is stated at the beginning of each experiment. Detailed procedures are listed for each experiment, with numerous illustrations provided. Activities are about equally divided between laboratory experiments and field experiments and observations. **INSTRUCTIONAL MATERIALS:** The guide contains lists of books, films, charts, and illustrations for use in identifying insects and trees. **STUDENT ASSESSMENT:** No mention. (RT)

ED 054 130 SP 007 329
Science Experience Unit: Plant and Animal Adaptations.

Ferguson-Florissant School District, Ferguson, Mo.

Pub Date Sep 70

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptor—*Curriculum Guides, *Elementary School Science, Intermediate Grades, *Science Curriculum

GRADES OR AGES: No mention. Appears to be upper elementary. **SUBJECT MATTER:** Science units—plants and animals. **ORGANIZATION AND PHYSICAL APPEARANCE:** The guide is divided into 35 activities. It is mimeographed and staple-bound with a paper cover. **OBJECTIVES AND ACTIVITIES:** No objectives are mentioned. The activities suggested aim to recreate common types of natural environments

through the use of aquariums, vivariums, ant colonies, small gardens, etc. so that children may observe various plants and animals and study some of nature's ways of adaptation. **INSTRUCTIONAL MATERIALS:** Materials needed for an activity are listed with the activity description. The guide also contains a short bibliography. **STUDENT ASSESSMENT:** No mention. (RT)

ED 054 131 SP 007 330
Art Education Curriculum Guide, K-12.

Naperville Public Schools, Ill.

Pub Date 68

Note—126p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Art Education, *Curriculum Guides, *Elementary Grades, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, *Kindergarten, *Secondary Grades

GRADES OR AGES: K-12. **SUBJECT MATTER:** Art. **ORGANIZATION AND PHYSICAL APPEARANCE:** The guide is divided into numerous sections, one each for grades K-8, and one section for grades 9-12. Each section is in list form. The guide is mimeographed and spiral-bound with a paper cover. **OBJECTIVES AND ACTIVITIES:** Each section contains four sample lessons under each of the art elements of line, shape, value, texture, color, and space. Activity descriptions vary in specificity. No specific objectives are indicated for any lesson; however, an introductory section lists general objectives for the art course at each grade level. **INSTRUCTIONAL MATERIALS:** Materials needed for an activity are mentioned in the activity description. Occasionally, reading materials are correlated with individual student projects. The guide also contains a glossary and bibliography. **STUDENT ASSESSMENT:** No mention. (RT)

ED 054 132 SP 007 331
McKee, Alma K., Ed.

Guide to the Teaching of Reading in the Junior High School, Grades 6-8.

Naperville Public Schools, Ill.

Pub Date Sep 69

Note—250p.

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Curriculum Guides, Grade 6, Grade 7, Grade 8, *Intermediate Grades, *Reading Instruction

GRADES OR AGES: Grades 6-8. **SUBJECT MATTER:** Reading. **ORGANIZATION AND PHYSICAL APPEARANCE:** The guide is divided into seven color-coded sections covering program organization, diagnosis, basic skills, advanced skills, reading taste, spelling, and material selection. It is mimeographed and spiral-bound with a paper cover. **OBJECTIVES AND ACTIVITIES:** The guide contains detailed descriptions of numerous activities to improve reading skills at remedial, regular, and advanced levels. Although some mention is made of literature, the main emphasis is on reading in content areas such as social studies and mathematics. No specific objectives are mentioned. **INSTRUCTIONAL MATERIALS:** Each section contains a short list of teacher and student references. In addition, the last section contains a list of materials at three levels of difficulty with descriptions and suggestions for use. The section on reading taste also contains a list of old and new "classics." **STUDENT ASSESSMENT:** The guide gives heavy emphasis to diagnostic testing. It includes guidelines for devising tests, suggestions for administering tests, lists of standardized tests, and several short tests and reading progress inventories. [Not available in hardcopy due to marginal legibility of original document.] (RT)

ED 054 133 SP 007 332
Physical Fitness Guide.

Fountain Valley School District, Calif.

Note—74p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Guides, *Elementary Grades, *Physical Education, *Secondary Grades

GRADES OR AGES: No mention. **SUBJECT MATTER:** Physical education. **ORGANIZATION AND PHYSICAL APPEARANCE:** The guide is divided into several color-coded sections covering different aspects of the program. It is mimeographed and spiral-bound with a paper cover. **OBJECTIVES AND ACTIVITIES:** Activities are listed under the qualities or parts of the body

they are expected to develop. Sample headings are speed and endurance, power, and strength of abdominal and trunk muscles. Although some mention is made of games, most activity descriptions are of individual or small group exercises. Descriptions are quite detailed, with illustrations and charts provided. **INSTRUCTIONAL MATERIALS:** Materials needed for an activity are listed with the activity description. **STUDENT ASSESSMENT:** The guide contains detailed instructions for physical performance testing of students aged 10 to 15. Some general guidelines for initial diagnostic testing are also included. (RT)

ED 054 134 SP 007 333
Art in the Elementary School.

Franklin City Board of Education, Ohio.

Pub Date 70

Note—83p.

Available from—Franklin County Schools, 46 East Fulton Street, Columbus, Ohio 43215 (\$3.00)

Document Not Available from EDRS.

Descriptors—*Art Education, *Curriculum Guides, *Elementary Grades, Exceptional Children

GRADES OR AGES: Elementary grades. **SUBJECT MATTER:** Art. **ORGANIZATION AND PHYSICAL APPEARANCE:** The guide is divided into several sections covering different aspects of the program. Most sections are in list form. The central section on activities is divided into three units, one each for primary grades, middle elementary, and upper elementary. The guide is mimeographed and spiral-bound with a paper cover. **OBJECTIVES AND ACTIVITIES:** Each grade level unit begins with a chart which outlines detailed objectives and lists individual activities and art appreciation activities related to each objective. Activities are then described in detail within the unit. A separate section is devoted to art activities for exceptional children. **INSTRUCTIONAL MATERIALS:** Materials needed for an activity are listed with the activity description. In addition, an appendix contains a list of inexpensive materials, formulas for making art media, a glossary, and a list of resource materials which includes books, films, pamphlets, periodicals, and visuals. **STUDENT ASSESSMENT:** No mention. (RT)

ED 054 135 SP 007 334
Algebra 33: Introduction through Unit V-B.

Nederland Independent School District, Tex.

Pub Date 70

Note—92p.

Available from—Curriculum Office, P.O. Box 908, Nederland, Texas 77627 (\$1.00 for each unit)

Document Not Available from EDRS.

Descriptors—*Algebra, *Curriculum Guides, *Study Guides

GRADES OR AGES: No mention. **SUBJECT MATTER:** Algebra. **ORGANIZATION AND PHYSICAL APPEARANCE:** The guide is divided into seven separately bound units. Unit headings are introduction, sets of numbers and axioms, open sentences in one variable, systems of linear open sentences, polynomials and factoring, rational numbers and expressions (A), and rational numbers and expressions (B). The units are mimeographed and staple-bound. **OBJECTIVES AND ACTIVITIES:** Each unit begins with a list of specific behavioral objectives. The units are intended for student use. They contain explanations, examples, and assignments keyed to the textbook "Modern Algebra and Trigonometry," Houghton Mifflin Company, 1963. With the aid of these guides, the student is expected to work through the textbook on his own with minimal assistance from the teacher. **INSTRUCTIONAL MATERIALS:** Each unit contains a brief list of filmstrips available for student use. **STUDENT ASSESSMENT:** Approximately half of each unit consists of review tests for student use in checking progress. Each test item is keyed to a specific group of problems in the text. (RT)

ED 054 136 SP 007 335
[Getting Ready for Our World Journey: Africa,

Australia, and the Netherlands. 4th Grade.]

Nederland Independent School District, Tex.

Pub Date Jun 70

Note—69p.; Revised June, 1970

Available from—Curriculum Office, P.O. Box 908, Nederland, Texas 77627 (\$1.00 for each unit)

Document Not Available from EDRS.

Descriptors—*Curriculum Guides, *Foreign Countries, *Grade 4, *Social Studies, *Study Guides

Identifiers—Africa, Australia, Netherlands
GRADES OR AGES: Grade 4. **SUBJECT MATTER:** Social Studies; including units entitled "Getting Ready for Our World Journey," "Africa," "Australia," and "The Netherlands." **ORGANIZATION AND PHYSICAL APPEARANCE:** The guide is divided into four separately bound units. Each unit is further subdivided into lessons. The units are mimeographed and staple-bound. **OBJECTIVES AND ACTIVITIES:** Each lesson begins with one or two specific behavioral objectives. Each objective is followed by one or more exercises—completing worksheets or filling in maps. The units are intended for students' use so that they may work independently with minimal assistance from the teacher. At the end of each unit there is a list of "special" activities which the student may do when the preceding lessons have been completed. **INSTRUCTIONAL MATERIALS:** Each unit contains a list of related references and audiovisual aids. The maps and worksheets for each lesson are included in the unit guides. Students are referred to specific references for answers to worksheet questions. **STUDENT ASSESSMENT:** Each unit contains a brief sentence-completion or multiple-choice test. (RT)

ED 054 137 SP 007 336

A Review of Typing Manuscripts and Letters.
 Nederland Independent School District, Tex.
 Pub Date 70

Note—20p.
 Available from—Curriculum Office, P.O. Box 908, Nederland, Texas 77627 (\$1.00)
 Document Not Available from EDRS.

Descriptors—*Curriculum Guides, *Office Occupations Education, *Typewriting

GRADES OR AGES: No mention. **SUBJECT MATTER:** Typing. **ORGANIZATION AND PHYSICAL APPEARANCE:** The guide is divided into four sections, each of which consists of a worksheet and its accompanying materials. It is mimeographed and staple-bound. **OBJECTIVES AND ACTIVITIES:** The guide begins with a list of three specific skill objectives. It is intended for student use. Each section contains a worksheet and a group of manuscripts. The worksheet gives directions for typing the manuscripts. **INSTRUCTIONAL MATERIALS:** All materials needed are included in the guide. **STUDENT ASSESSMENT:** No mention. (RT)

ED 054 138 SP 007 337

Science for Grades 6-9.
 Nederland Independent School District, Tex.
 Pub Date Jun 71

Note—196p.; Revised Edition
 Available from—Curriculum Office, P.O. Box 908, Nederland, Texas 77627 (\$5.00)
 Document Not Available from EDRS.

Descriptors—*Biological Sciences, *Curriculum Guides, *Earth Science, General Science, Grade 6, Grade 7, Grade 8, Grade 9, Junior High Schools, *Physical Sciences, Secondary Grades, *Secondary School Science

GRADES OR AGES: Grades 6-9. **SUBJECT MATTER:** General science, life science, earth science, and physical science. **ORGANIZATION AND PHYSICAL APPEARANCE:** The guide is divided into separate sections for each grade. Each section is further subdivided into units. The major portion of each unit is laid out in four columns; column headings are concepts, content, activities, and materials. The guide is mimeographed and spiral-bound with a paper cover. **OBJECTIVES AND ACTIVITIES:** No specific objectives are mentioned. A wide variety of individual, small-group, and large-group activities in each unit are correlated with specific concepts. Activities are described in detail, particularly those involving laboratory experiments. Units need not be taught sequentially. **INSTRUCTIONAL MATERIALS:** Instructional materials in each unit are coordinated with groups of activities. Emphasis is given to the use of films and filmstrips. The guide also includes numerous crossword puzzles to be used as an aid in learning vocabulary. **STUDENT ASSESSMENT:** Several sample tests are included in the eighth grade unit on geology. There is no mention in other units or sections. (RT)

TE

ED 054 139 TE 000 564

Shugrue, Michael F. Hillocks, George, Jr.
Patterns and Models for Teaching English—1964.
 National Council of Teachers of English, Urbana, Ill. ERIC Clearinghouse on the Teaching of English.

Pub Date 64
 Note—92p.; A Report of the NCTE Committee to Report Promising Practices in the Teaching of English

EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—Composition (Literary), Composition Skills (Literary), Curriculum Development, *English Instruction, Inservice Teacher Education, *Language Instruction, Linguistics, Literary Analysis, Literature Programs, Preservice Education, Student Evaluation, Summer Schools, Teacher Education, Teacher Education Curriculum, Teacher Interns, *Teaching Methods, Teaching Programs, *Teaching Techniques

This collection of 15 descriptions of teaching practices was designed to aid classroom teachers and to inform curriculum supervisors, administrators, and the general public of the wide range and complexity of activities within the profession. Two articles emphasize the place of linguistics in the classroom and clarify some of the problems of traditional grammar. The three articles on literature cover Kenneth Burke's dramatic elements, the theme-concept unit in literature, and a literature program for summer schools. The section on composition deals with the place of linguistics in composition, with revising themes, and with grading by records. Three articles cover teacher education and training, and the final four articles deal with curriculum development: reading in junior high schools, seminars for talented rural youth, research and development in the teaching of English, and ways of developing interdisciplinary seminars. (LH)

ED 054 140 TE 002 436

Campbell, Laurence R.
Student Press Copies with High School Unrest, 1970, and Seven Other Studies.
 Quill and Scroll Society, Iowa City, Iowa.

Pub Date 70
 Note—49p.; A Quill and Scroll Report
 EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—*English Instruction, *High Schools, *Journalism, *Newspapers, *School Newspapers, Teacher Education

Identifiers—Quill and Scroll Studies
 Eight Quill and Scroll Studies are presented in this publication. These are entitled: "The Coach as a News Source for High School Newspapers"; "Take a Long Look at Yearbook Contracts"; "Measure the Content of Your High School Newspaper, 1969"; "Early High School Magazines, Newspapers, and Yearbooks, 1970"; "Courses Which Should Be Required for Certification of Senior High School English Teachers, 1969"; "Official Topics on Conference Programs of English Teachers in the Rocky Mountains, Pacific Coast, Alaska, and Hawaii, 1969." A list of Quill and Scroll Studies published from 1966 through 1970 is given. (DB)

ED 054 141 TE 002 442

Rao, K. S. Narayana
The Indian Novel in English: A Search for Identity.

Pub Date Nov 70
 Note—16p.; Speech given at the Annual Convention of the National Council of Teachers of English (60th, Atlanta, November 1970)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*English (Second Language), *Identification (Psychological), *Literary Influences, *Novels
 Identifiers—*India

The Indo-Anglian novelist seems to ask himself four questions: (1) For whom am I writing? (2) What should I write about? (3) Who am I? (4) What is the precise nature of my expression, the means of my communication? A country such as India, divided by some 16 languages has formidable problems of communication, and if one adds the problem of illiteracy, the plight of a professional Indian writer seeking a wide readership

becomes readily apparent. In technique and structure, the Indian novel in English is not different from any other novel. It seems to be in search for the exact kind of linguistic expression that suits the Indian temper and pace of thinking and Indian rhythm of talking. In sum, the Indian novel in English is at a crossroads, and although undecided in some ways, it is clearly distinguished by its resolute will to go on, "to strive, to seek, to find, and not to yield." (CK)

ED 054 142 TE 002 444

Wood, Gordon R.
Questionable White Dialects: II Questionable, What Then?

Pub Date Nov 70
 Note—21p.; Speech given at the Annual Convention of the National Council of Teachers of English (60th, Atlanta, November 1970)
 EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American English, *Linguistics, *Nonstandard Dialects, *Pronunciation, *Regional Dialects

Questionable white dialects are discussed from the viewpoints of various authorities, and the dialects of the Southern states are used as examples of the complexity associated with attempting to designate a set of usages as being questionable. Suggestions of ways in which English teachers may cope with the problem of dialects and jargons are given. (DB)

ED 054 143 TE 002 453

Richards, Montana Hopkins
Literature for the Native American (The American Indian).

Pub Date Nov 70
 Note—23p.; Speech given at the Annual Convention of the National Council of Teachers of English (60th, Atlanta, November 1970)
 EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, Bibliographies, Cultural Context, Educational Needs, *English Instruction, *Ethnic Studies, *Literature, *Teacher Responsibility

Interest in the American Indian is being shown in publications of various types, as well as by the holding of meetings and through Congressional action and the Bureau of Indian Affairs. An understanding of the Indian can be gained through his literature, poetry, legends, art, and music. It can be found in his newspapers, magazines, and journals. If teachers are to help in retaining Indians in the schools, they should acquaint themselves with the Indian culture and find instructional materials that are relevant to this population. Ten films or tapes and one record concerning the Native American are provided by the ERIC Clearinghouse at Stanford University. The Aboriginal Tribal Groups of North America, numbering 253, are listed under the geographic region which they inhabited. A bibliography containing 82 entries is given. (DB)

ED 054 144 TE 002 507

Hall, R. M. R. Hall, Beatrice L.
A Contrastive Haitian Creole-English Checklist.

Pub Date Apr 71
 Note—12p.

Journal Cit—English Record; v21 n4 p136-147 Apr 1971

EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—English (Second Language), *Grammar, *Haitian Creole, Lexicology, *Linguistic Patterns, *Phonology, *Structural Analysis

French Caribbean Creole, specifically Haitian Creole, is the native language of a number of students in American Schools. In order to help these students master English, the teacher should understand Creole structure and grammar. Haitian Creole is described as to: (1) Phonology—consonants; sounds present in English but lacking in Haitian Creole; sounds present in both languages but with different distribution; vowels; syllable structure; and morphophonemic and morphological invariance; and (2) Grammar—articles and plurality; pronouns; relative clauses; noun clauses; verbs; the copula; questions; negatives; and lexicon. (DB)

ED 054 145 TE 002 510

Shuy, Roger W.
Some Problems in Studying Negro/White Speech Differences.

Pub Date Apr 71
 Note—7p.

Journal Cit—English Record; v21 n4 p179-185
Apr 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Comparative Analysis, *Linguistics, *Negro Dialects, *Nonstandard Dialects, *Research Needs

The developing relationship of linguistics to matters of current social concern, especially as it relates to the study of minority groups, is discussed. Problems in studying Negro/white speech differences are related to: The researcher vs. the researched; the unfulfilled promises of research and the dangers of knowing; the misassessing of facts by scholars; a partial or incomplete knowledge of facts; and an inadequate research design for ascertaining these facts. (DB)

ED 054 146

TE 002 523

Freahley, Dwight L. Rea, Richard
The Implications of Early Education Stimulation
in Listening for Teacher Education.

Pub Date Jan 66

Note—27p.; Paper presented at the Teacher Education Conference (Georgia Center for Continuing Education, January 21, 1966)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Factor Analysis, Individual Characteristics, *Language Arts, *Listening Comprehension, *Listening Skills, *Teaching Techniques

In the last decade, curriculum specialists in the Language Arts have expanded the field to include listening. A compelling reason for increasing the listening training of first grade and preschool children lies in their "listening readiness." They are required to listen for information in order to learn, follow directions, participate in discussion and planning, etc. The relationship between listening test scores and various abilities and characteristics of the listener have often been investigated. Some factors in the listener found to be influencing comprehension are recognition of correct English usage, size of the listener's vocabulary, ability to make inferences, and ability to structuralize speech. Factors in the speech, such as difficulty and organization of content, and environmental factors, such as closeness of speaker, play an important part in determining listening effectiveness. Four different approaches to teaching listening are noted in this paper: direct, indirect, integrated, and eclectic. The field of listening has catapulted into language arts prominence in the last 15 years. Irrefutable findings are few, and those reported here represent only a start in a promising art. (CK)

ED 054 147

TE 002 536

Galvin, Kathleen M.
Simulated Classroom Instruction: A
Microteaching-Contract Approach.

Pub Date Dec 70

Note—5p.; Speech given at Annual Meeting of Speech Communication Association (56th, New Orleans, December 1970); reprinted in "Proceedings of the First Conference of Illinois Supervisors of Student Teachers in the Arts," Jan 1972

Available from—"Proceedings" available from Office of Superintendent of Public Instruction, Curriculum Development and Services, 316 S. 2nd St., Springfield, Ill. 62706, free, limited supply

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, *Laboratory Training, *Simulated Environment, *Speech Instruction, Student Teacher Relationship, *Teacher Behavior, *Teacher Education

The Speech Education Department of Northwestern University is placing strong emphasis on a Simulated Classroom Instruction course designed to aid students in developing a philosophy of teaching and an understanding of themselves as teachers, specifically speech teachers. The course is intended to give potential speech teachers opportunities to: (1) Gain insight into their decision to teach while building a personal philosophy of teaching; (2) Increase their ability to observe and analyze student and teacher behavior in learning situations; (3) Try alternative teaching behaviors to aid real and simulated classes to reach certain goals; (4) Identify and analyze their own strengths, weaknesses, and preferences for various teaching behaviors according to specified learning situations; and (5) Prepare and execute strategies for strengthening personal weaknesses of teacher behavior on an individualized basis. The program

has now entered a third phase in which greater synthesis of readings and behavior is attained coupled with a new emphasis on the effects of teacher behavior on "learner" behaviors. (Author/DB)

ED 054 148

TE 002 538

Hoffman, Melvin J.
Bi-Dialectalism Is Not the Linguistics of White
Supremacy: Sense Versus Sensibilities.

Pub Date Apr 71

Note—8p.

Journal Cit—English Record; v21 n4 p95-102
Apr 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*English (Second Language), *Linguistics, *Nonstandard Dialects, *Ten

The teaching of Standard English as a second dialect is discussed from the viewpoints of authors who oppose it as well as of authors who support it. (DB)

ED 054 149

TE 002 544

Hogan, R. Craig
The Multiple Elective Program in English.

Pub Date Aug 71

Note—124p.; M.A. Thesis, Indiana University of Pennsylvania

Available from—R. Craig Hogan, 466-Rear East Pike, Indiana, Pennsylvania 15701 (\$3.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Curriculum Guides, Data Analysis, *Elective Subjects, *English Programs, *School Surveys

It was the purpose of this study to examine various multiple elective programs in English in schools across the nation to record significant elements and draw generalizations from the data. The information includes a survey of 81 schools and detailed study of curriculum guides and other information from 38 schools. Concentration of the study was upon the courses employed, course lengths, courses for the slow and advanced, independent study, methods of restricting or guiding course choice, course titles and descriptions intended to attract students, use of required courses, use of prerequisites, skill requirements embodied in courses, individualizing instruction, student created courses and course content, methods of beginning the program, grade-levels involved, credits and reporting pupil progress, scheduling and registering, the total-school elective system, and the program in the junior high school and ninth grade. Additional information is included on an independent study program in one of the schools, a unique humanities program, a modular curriculum, and course titles in all of the schools. It is concluded that the multiple elective program in English is worthwhile because of its ability to satisfy problems in English instruction and its use of sound educational theory. It is a worthy program both in its limited and extensive forms for engaging student interest in English. (Author/CK)

ED 054 150

TE 002 548

Campbell, Laurence R.
Three Functions of the School Newspaper: The
Truth Shop, The Persuasion Podium, The Pleasure
Dome.

Quill and Scroll Foundation, Iowa City, Iowa.

Pub Date Aug 71

Note—81p.; A Quill and Scroll Study

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Journalism, *News Media, *School Newspapers, *Student Developed Materials, *Student Opinion

This Quill and Scroll Study, which is illustrated with numerous tables, concerns the following subjects: The School Newspaper as a Truth Shop; The School Newspaper as a Pleasure Dome; and The School Newspaper as a Persuasion Podium. (DB)

ED 054 151

24

TE 002 551

Geibel, Grace Ann
The Indexing and Dissemination of Curriculum
Guides for the Arts and Humanities; Volume I.
Final Report.

Rochester Univ., N.Y. Eastman School of Music.
Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No.—BR-9-B-108

Pub Date Jul 71

Grant—OEG-2-700002(509)

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Guides, *High School Curriculum, *Humanities Instruction, *Indexes (Locators), Information Dissemination, *Research Methodology

This volume presents a discussion of the research methods, results and findings, and conclusions of a study to develop a computer generated index of course guides for Related Arts and Humanities Programs that include music and are currently operating in secondary schools throughout the country. The computer-generated index is contained in Volume II of the report. Appendices present a Format of Course Descriptions, Correspondence, and High Schools included in the Index. (DB)

ED 054 152

TE 002 552

Steinemann, J. H. And Others
Development of a 'Wordsmanship' Training
Course for Marginal Personnel.

Naval Personnel and Training Research Lab., San Diego, Calif.

Report No.—SRR-71-17

Pub Date Feb 71

Note—42p.

Available from—National Technical Information Service, Operations Division, Springfield, Virginia 22151 (AD 720 306, MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Composition (Literary), *English Instruction, *Language Skills, *Training Techniques, *Verbal Development, Word Study Skills

This investigation is part of continuing research to determine the trainability of Group IV personnel and to develop optimal content and methods of marginal training. The Wordsmanship course for training basic written language skills was taught as a part of the Training Methods Development Program experimental curriculum. Data were obtained for 176 Group IV personnel in 12 classes trained during the period from September 1968 to June 1970. Evaluations of training effectiveness were based on pre- and post-training tests and measures of student achievement. The Wordsmanship training has generally proved effective in terms of student achievement of primary course goals, despite a trainee input characterized by low verbal abilities and unfavorable attitudes toward language instruction. Trainees substantially improved their knowledge and proficiency in each of the sub-course areas of wordsmanship, and most students reported a more favorable attitude toward words and a desire for future self-improvement of verbal skills. Training approaches described in this report should be adaptable to other training contexts having similar objectives for marginal personnel. (Author)

ED 054 153

TE 002 553

Siks, Geraldine Brain
A Research Study to Seek New Theatre Arts' Materials in European Countries and to Develop These Materials for Use in Theatre Education at Elementary and Teacher Training Levels. Summary, Theatre Arts' Materials' Research.

Washington Univ. Press, Seattle.

Bureau No.—BR-5-8308

Pub Date Nov 66

Contract—OEC-6-10-210

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Creative Dramatics, *Drama, *Educational Resources, *Instructional Materials, *Material Development, *Theater Arts

This summary of a final report concerns a project that dealt with the problem of inadequate materials for use in theatre arts education at elementary and teacher training levels. Research during an eight-month period consisted of seeking, examining, assessing, and procuring materials in four large European areas. The status of children's drama as a theatre art throughout Europe may be attributed to the following factors: cultural tradition, subsidy, artistic quality, plays, philosophy, and creative and educational drama. The present position of children's drama in the United States appears to be due fundamentally to a lack of theatre tradition and a lack of philosophy that aims to provide theatre arts education for children and youth. The materials from abroad have potential use in the children's drama field in the United States. The complete final report contains 14 references and three appendices. The appendices list theatre materials, creative dramatic materials, and children's drama personnel. (DB)

ED 054 154 TE 002 554

Peaster, Minnie Young

A Descriptive Analysis of Beginning Reading Combining Language Experiences, Children's Story Writing and Linguistic Principles Tested after the Second Year and the Third Year.

Pub Date 70

Note—235p.; Ed.D. Dissertation, Indiana University

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-11,348; MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Composition (Literary), *Grade 1, Language Instruction, *Linguistics, *Reading Instruction, *Teaching Techniques

The purpose of this study was to describe a composite method of teaching first grade reading, based on children's own language and interests and utilizing basic principles sequentially developed in myriad speaking and writing activities. These activities were designed to afford opportunities for the exposure of the child to teacher-prepared, linguistically organized materials promoting discovery of the sound-symbol correspondences as they were needed in writing and in decoding written material; and to aid the learner in the formulation of rules as a ready reference in the more advanced language arts activities. The aim was to guide 20 randomly selected subjects into worthwhile reading activities at the individual pace of each child. Results from tests administered after 155 days of instruction were tabulated, charted, and studied. Achievement in spelling and reading were studied according to sex and measured mental ability. Case studies demonstrated the growth and progress of each child, as well as provided insight into the relationship between preschool activities, attitudes of children and parents, and demonstrated ability in reading and writing. All 20 subjects and parents were satisfied with the progress made. Conclusions and implications are given. (Author/DB)

ED 054 155 TE 002 555

Bradley, Banks Thurston

An Assessment of Objectives for Special Methods Courses for the Subject Areas of English, Mathematics, Science, and Social Studies.

Pub Date 70

Note—282p.; Ed. D. Dissertation, Indiana University

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-11,367; MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Course Content, Educational Objectives, *English Instruction, *Methods Courses, *Preservice Education, Questionnaires, *Teacher Education Curriculum

The study undertook two tasks: (1) The selection of statements of objectives for special methods courses in English, mathematics, science, and social studies by a review of the literature for the past 15 to 20 years; (2) An assessment of the opinions of college instructors of special methods courses, college supervisors of student teachers, supervising teachers of student teachers, and secondary school administrators relative to the objectives considered in the selection and organization of content for the special methods courses. An 102-objectives questionnaire was mailed to 32 special methods instructors, 38 college supervisors, 62 supervising teachers, and 47 administrators; a total of 156 questionnaires was returned, 144 of these being usable. The major findings of the study were: (1) Teacher education programs and special methods course requirements were considered less than adequate by all except some of the supervising teachers; (2) The relationship of special methods courses with student teaching was considered less than adequate by all except administrators; (3) The respondents tended to agree with the objectives; (4) Several differences occurred in rank order position of the objectives; and (5) The chi-square test indicated a tendency for the response patterns of the four groups to be divergent. (Author/DB)

ED 054 156 TE 002 556

Hardgrave, Wilma Jean Baker

An Interpretation of Kenneth Burke's Order and the Narrative Applied to Selected Newbery Medal Novels for Children.

Pub Date 70

Note—131p.; Ed.D. Dissertation, New Mexico State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-6429; MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Childrens Books, *Composition Skills (Literary), *Literary Criticism, *Narration

Identifiers—Burke (Kenneth), *Newbery Award

The problem was to apply selected Burkean concepts, limited to poetics or form, to randomly chosen Newbery medal novels to ascertain if the novels were properly constructed, representative of ultimate order. The novels were placed in five groups to represent the emphasis of the dramatic idea: history, fantasy, animals, other lands and cultures, and today. Only 6 of the 17 novels considered were judged to be properly constructed narratives. The conclusions were: (1) the order of novels for children has been studied by using questions based on selected Burkean principles with citations as evidence; (2) mannered language is characteristic of the novels which are not examples of order; (3) style, related acts, and a variety of themes are characteristic of the six novels of order which represent all groups except the novel of today. The analyses made through the use of Burkean questions gave more questions than answers; however, this approach did provide a way to evaluate novels for children as literature. The answers and questions will elicit other types or modes of evaluation. (Author/DB)

ED 054 157 TE 002 558

Geibel, Grace Ann

The Indexing and Dissemination of Curriculum Guides for the Arts and Humanities: Volume II. Final Report.

Rochester Univ., N.Y. Eastman School of Music. Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-B-108

Pub Date Jul 71

Grant—OEG-2-700002(509)

Note—372p.; Volume II of II

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Annotated Bibliographies, *Curriculum Guides, *Humanities Instruction, *Music, *Secondary Schools

This index is a portion of a Ph.D. dissertation that explores in depth the role of music in secondary school related arts and humanities programs. The index contains a description of course guide materials for such programs currently being offered in secondary schools throughout the country. Thirty-five states are covered. For Volume I see TE 002 551. (CK)

ED 054 158 TE 002 559

Buggs, Mary Jo

The WSU-Stevens Point Freshman Composition Project. Final Report.

Wisconsin State Universities Consortium of Research Development, Stevens Point.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2728-3

Pub Date May 69

Grant—OEG-3-6-062728-2129

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Composition (Literary), *Composition Skills (Literary), *English Instruction, *Hypothesis Testing, Test Results, *Tests

This project was designed to test the hypothesis that "variation in quantity of practice in writing, when all other relevant factors are held constant, will result in variation of ability to write." Writing was limited to expository writing, and the factors held constant were quality of instruction, ability of students, and evaluation procedures on written materials. Fifteen freshman English sections were included in the experiment. These were divided into three groups of five sections each: the minimal writing group, the average writing group, and the maximum writing group. To determine the writing ability of the students as the project began and to determine the change in ability at the end, two tests were used: Form IA of the Cooperative English Tests and Form X-35 of the Iowa Tests of Educational Development: Test 3, Correctness and Appropriateness of Expression. Ten essays per student were also evaluated. A comparison of the pre-test and post-test scores on the Iowa Test revealed no constant pattern of

change within any of the three groups. A comparison of the scores on the Cooperative English Test revealed that the difference between the pre-test and post-test means was significantly larger beyond the 1/10% level for all three groups. The overall conclusion is that writing practice increases writing ability. (Author/CK)

ED 054 159

TE 002 560

Tokheim, John B.

The Effectiveness of a Remedial Course in English Composition for Freshmen at Stout State University. Final Report.

Wisconsin State Universities Consortium of Research Development, Stevens Point.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2728-45

Pub Date Nov 68

Grant—OEG-3-6-062728-2129

Note—74p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Freshmen, *Composition Skills (Literary), *English Instruction, *Remedial Courses

Identifiers—*Stout State University

The general purpose of this study is to provide preliminary evaluation and descriptive data of the remedial non-credit English course E-101 at Stout State University. Another purpose was to ascertain the number of students who passed E-101 and, subsequently, E-102A (regular Freshman English Composition) and E-102B. Six hypotheses related to the objectives of this study were tested. All students taking E-101 during the fall of 1966 and the fall of 1967 constituted the population for this study. Data for this investigation consisted of American College Testing Program (ACT) scores, grades received in English courses, and certain other information obtained from each student's cumulative folder. Most instructors see progress made on the part of the remedial students. Ninety percent of the Stout State University freshmen who were assigned to the remedial non-credit English 101 and completed it and who then took English 102A, satisfactorily completed it. Less than 10% failed the standard English course. The student who completes E 102A tends to complete E 102B with a satisfactory grade. (CK)

ED 054 160

TE 002 561

Lutz, William D.

A Feasibility Study to Determine the Possibility of Teaching Freshman Composition and Rhetoric with a Programmed Text. Final Report.

Wisconsin State Universities Consortium of Research Development, Stevens Point.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2728-29

Pub Date Jun 69

Grant—OEG-3-6-062728-2129

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Composition (Literary), *English Instruction, *Rhetoric, *Textbooks, *Time Factors (Learning)

The question of whether a significant amount of time could be saved if freshman composition were taught with a programmed text was studied. Two sections of English I were randomly selected from the regular class schedule. Class A was taught using the usual syllabus and texts. Class B was taught using the same syllabus and texts with one exception. In Class A, the rhetoric text used was "Modern English Handbook" (MEH), whereas in Class B the rhetoric text used was "Programmed College Composition" (PCC). Both classes were conducted in the same manner except for the approach used in teaching writing. The PCC demanded that the student write more than did the MEH. Since the PCC text required many written assignments, more time was required of the instructor in reading written assignments and analyzing them in class. The PCC also required more time for class participation on the part of the instructor as he had to independently work out the exercises. The PCC text required more time on the part of the instructor and the student, and thus did not prove to be a work saver. (CK)

ED 054 161

TE 002 562

Terrell, Mary Sue Morrow

Guidelines for Designing the Secondary School Humanities Course.

Pub Date 70

Note—392p.; Ph.D. Dissertation, University of Alabama

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-9144: MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Humanities Instruction, *Models, *Public Schools, *Questionnaires, *Secondary Education

Identifiers—*Downey Model of the Secondary Phase of Education

The purpose of this study was to determine the status of certain aspects of selected public secondary school humanities courses and to formulate guidelines relevant to the development of such courses. Serving as the framework for the study was the Downey Model of the Secondary Phase of Education, which consists of the Objectives, and Substantive Dimension, the Behavioral Dimension, and the Environmental Dimension. Literature was reviewed to identify the proposed characteristics of the humanities course. A questionnaire developed from this review was sent to 178 public secondary schools; 104 usable questionnaires were returned. From the comparison of the responses with the literature, conclusions were drawn. There is a need for more flexible scheduling procedures and modifications in physical facilities. The course is not clearly defined in theory or practice. Another deficiency is the limited treatment of 20th century works of art and material representing non-Western cultures. Less emphasis is given to the individual student and groups of students than to the teacher. From these conclusions, recommendations for the local school, state departments of education, and teacher preparatory institutions were developed. (Author/CK)

ED 054 162

TE 002 563

Rosenberg, Neil Vandraegen

Stereotype and Tradition: White Folklore About Blacks (Volumes 1 and 2).

Pub Date 70

Note—509p.; Ph.D. Dissertation, Indiana University

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-12,466: MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Caucasians, *Folk Culture, *Literature, *Negroes, Northern Attitudes, *Racial Attitudes, Southern Attitudes

The forms of white folklore about blacks in the United States are described. This folklore appears in most folklore genres, including folk speech, proverbs, riddles, beliefs, songs and narratives. Using texts submitted to various folklore archives over a 20-year period, this study analyzes the content and context of a large group of jokes and legends. Virtually all forms of white folklore about blacks use stereotypes. These stress physiological and behavioral differences between black and white. Usually blacks are described as being inferior to whites. Jokes about Negro sexual behavior, known as "Rastus" jokes, combine white stereotypes about blacks with ideas based on white sexual values. Southerners are less self-conscious about telling these jokes than northerners. Southern white narratives about life on the plantation describe benign and reciprocal relationships between whites and blacks. Legends from the border states and midwest portray the exclusion of blacks and violence against them. Each folklore text told by a white about blacks, when studied in its context, offers evidence which may link that text with one of a number of white groups. By examining such folklore, it is possible to ascertain the opinions and ideas of informants and identify the groups to which they belong. (Author/CK)

ED 054 163

TE 002 564

Fox, Sharon Elizabeth

Syntactic Maturity and Vocabulary Diversity in the Oral Language of Kindergarten and Primary School Children.

Pub Date 70

Note—135p.; Ed.D. Dissertation, Indiana University

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-11,343: MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Analysis of Variance, *Elementary School Students, *Kindergarten Children, *Oral Communication, *Syntax, *Vocabulary Development

The developmental trend of syntactic maturity and vocabulary diversity in the oral language of kindergarten through third grade children as they responded to adults in a structured situation was studied. Eighty subjects, 20 at each of four grade levels, were drawn at random from two middle class schools in Salina, Kansas. Five boys and five girls participated from each grade level within the two schools. Two children from the same classroom viewed a cartoon with the sound track turned off. One of the two examiners asked each child to tell the story he had just seen and respond to a question concerning the story. A three way analysis of variance on grade level, sex of subject, and school was performed on each language measure. Conclusions are: (1) The growth between kindergarten and first grade is significant on all three syntactic measures; (2) The total word count shows a developmental trend through the four grade levels; (3) Both syntactic maturity and vocabulary diversity measures indicate a developmental trend. (Author/CK)

ED 054 164

TE 002 565

Bishop, Harold Louis

A Critical Study of Twenty-Eight Prospective English Teachers' Response to Poetry.

Pub Date 70

Note—112p.; Ph.D. Dissertation, Indiana University

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-12,443: MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Critical Reading, *Literature Appreciation, *Poetry, *Teacher Attitudes

The responses of 28 prospective English teachers to poems from secondary school literature anthologies were evaluated. The prospective teachers were asked to read and comment on four poems which were presented to them without titles, authors, or other information. The commentaries were then subjected to a critical analysis to determine reading problems. In the analyses, each poem is followed by a representative sampling of the responses. Differences in the opinions expressed on the poems are compared; the source of the disagreement is inferred; and an effort is made by the investigator to formulate a response superior to that of the prospective teachers. A major problem is identified in the response to each poem by evaluating the commentaries against two criteria: (1) the degree to which the readers seem to experience and express a response to the poem, and (2) the degree to which the response is related to particular features of the poem. The main reading problems are: unwillingness to grapple, egocentrism, lack of integrity, inability to define relationships, and imprecision. The specific problems encountered in the poems are: inability to relate prosody to the poem's meaning, confusion of response to the author with response to the poem, unwillingness to accept an unfamiliar situation and treatment, and failure to recognize paradox. (CK)

ED 054 165

TE 002 566

Alusow, Frank T.

A Study of the Effectiveness of Selected Registration Data on Predicting Student Success in the Beginning Speech Course. Final Report.

Wisconsin State Universities Consortium of Research Development, Stevens Point.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2728-11

Pub Date Jul 70

Grant—OEG-3-6-062728-2129

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Students, *Data Analysis, *Problem Solving, *Speech Education

Increasing student enrollment at a state university, the nature of the introductory speech course, the fact that it is required of nearly all students for graduation, and the strain on the administrative budget to employ additional teachers to accommodate the rapidly increasing numbers of students led to this study to devise ways to help solve this perplexity. The data on the records of nearly all the students who took Speech I in the first semester of 1967-68 formed the basis of this

study. The focus of this project was upon the interrelationship of various variables and the grades earned in Speech I. Two-way contingency tables and chi-square analyses were used to determine the nature of the interdependence of the variables in reference to grades earned in Speech I. The total population analyzed was 709. It was concluded that, in general, 28% of the population studied may be selected for special processing. (CK)

ED 054 166

TE 002 567

Beck, Robert H.

An Investigation of Relative Performance Factors in Freshman English At Wisconsin State University—River Falls. Final Report.

Wisconsin State Universities Consortium of Research Development, Stevens Point.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2728-1

Pub Date Sep 68

Grant—OEG-3-6-062728-2129

Note—40p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Freshmen, *Composition (Literary), *English Programs, *Language Proficiency, Test Results, *Tests

To evaluate the effectiveness of a traditional college English program, 100 incoming freshmen (Group A) were requested to postpone freshman English to their sophomore year; another 100 (Group B) were asked to postpone the first term to their sophomore year; another 100 (Group C) were asked to postpone their second term to the sophomore year; and another 100 (Group D) were asked to postpone their third term with the remainder of the freshmen (approximately 600) following the normal sequence. All assignments to experimental groups were randomly made. At the end of the academic year, 244 randomly selected subjects were administered a written proficiency examination, the Brown-Carlson Listening Test, the Iowa Reading test and a language-knowledge test devised by the staff. The data collected were subjected to analysis of variance. Results were: (1) Those students who had not taken the units on the language-knowledge part of the sequence scored low on the test devised to test this material; (2) No differences were noted between the experimental and control groups on the other measures applied; and (3) Women did better than men on all tests. It was concluded that the philosophy, content, and teaching methods of the freshman English sequence need to be reexamined and reevaluated. (Author/CK)

ED 054 167

TE 002 568

Cease, John S. Haley, Leroy D.

Testing and Feasibility of Offering a Voluntary NN-Credit Audio-Tutorial Course in Listening Skills. Final Report.

Wisconsin State Universities Consortium of Research Development, Stevens Point.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2728-6

Pub Date 31 Oct 69

Grant—OEG-3-6-062728-2129

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aural Learning, Control Groups, *English Instruction, Experimental Groups, *Listening Skills, Teaching Techniques, *Tests, *Tutorial Programs

The feasibility of offering, on a voluntary, no credit basis, a programmed audio-tutorial instruction approach to the listening skills was investigated; and the extent to which these materials meet the listening needs of students was studied. Two groups of 22 and 20 students at a state university were chosen randomly from volunteers. The experimental group received six units of audio-tutorial instruction in listening skills, while the control group received no such instruction. Faculty-student contacts were made in small groups of five to seven students. When pre-test and post-test scores of the experimental and control groups were compared, the experimental group made significantly greater gain in listening scores. The test used was Ella E. Erway's audio-tutorial "Listening: A Programmed Approach" (McGraw-Hill, 1969). It was concluded that the units of tutorial instruction account for the "4" value of 6.706, signifying greater gain for the experimental group. The eagerness of the students

to enroll in the course and their tendency to stay with it indicate the relevance of the Erway approach. (Author/CK)

ED 054 168 TE 002 569

Burman, Ronald S. *Flaherty, Lorraine*
The 1967 Freshman English Program at Wisconsin State University at La Crosse. Final Report. Wisconsin State Universities Consortium of Research Development, Stevens Point.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2728-4

Pub Date Oct 68

Grant—OEG-3-6-062728-2129

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Freshmen, *Composition (Literary), *English Programs, *Program Evaluation, *Staff Utilization

Identifiers—*Wisconsin State University

A freshman English program, English 110, was instituted at a large state university with a two-fold purpose: to teach freshman composition more effectively and to use the teaching staff more efficiently. The program was initiated on a two-semester basis and made mandatory for all entering freshmen. After one semester of the new program, an evaluation of the old and the new was conducted by readers who judged randomly selected student essays written at the completion of the two-semester course and of the new one semester course. Analysis of the evaluation revealed that there was no significant difference in the quality of student essays after one or two semesters of freshman English. With the new program, considerable man-hours were saved. (CK)

ED 054 169 TE 002 570

George, Mary Yanaga

Language Art: An Ideabook.

Pub Date 70

Note—152p.

Available from—Chandler Publishing Company, Div. of Intext Educational Publishers, College Div., 124 Sear Street, San Francisco, California 94105 (ISBN-0-8102-0007-4, \$2.50)

Document Not Available from EDRS.

Descriptors—*Creative Teaching, *Creativity, *Instructional Aids, *Language Arts, *Teaching Techniques

Written primarily as an aid for teachers who are seeking ways in which to enrich their language arts program, this book describes one teacher's approach to her students and their lessons. Part One discusses prose writing and suggests ways of teaching children to write well. Part Two concerns literature teaching which involves reading aloud to the children, feedback from and discussions with the students, and writing and art work by the students. Part Three deals with teaching poetry to children, stressing quality rather than form. Included in the poetry lessons are haiku, limericks, and bookbinding. A conclusion, bibliography, and index are included. (DB)

ED 054 170 TE 002 571

Sampson, George

English for the English: A Chapter on National Education.

Pub Date 70

Note—150p.

Available from—Cambridge University Press, 32 E. 57 Street, New York, New York 10022 (SBN-521-07848-2, \$4.00)

Document Not Available from EDRS.

Descriptors—*Educational Change, *Educational Objectives, *Elementary School Curriculum, *English Education, *Public Education, School Responsibility

Identifiers—*England

The basic importance of English in schools is the basis for this book. Following an introduction to George Sampson by the editor Denys Thompson, a preliminary by the author discusses the half-century that has passed since the enactment of the Education Act of 1870 in England. The place of the English language and literature in the early stages of education is discussed in Chapter II. Six aspects of the English course—training in speech, training in talk, training in listening, training in writing, training in study, and the introduction to literature—are considered in detail in Chapter III. The author's conclusion is presented in Chapter IV. Four brief notes and an index conclude the book. (DB)

ED 054 171

McDayter, Walt, Ed.

A Media Mosaic: Canadian Communications Through a Critical Eye.

Pub Date 71

Note—348p.

Available from—Holt, Rinehart and Winston of Canada, Ltd., 833 Oxford Street, Toronto 18, Ontario, Canada (\$5.95)

Document Not Available from EDRS.

Descriptors—*Communications, *Mass Media, *Technological Advancement, *Televised Instruction, *Television

Identifiers—Canada

The 19 articles that comprise this book are concerned with the subject of communications and media in Canada. In Part One, "The Media: A Diagnosis," the articles are "The Power and Impotence of the Media" by Russell Elman, "The Myth of Objectivity" by Walt McDayter, "In the Shadow of Giants: Concentration and Monopolies in the Media" by Walt McDayter and Russell Elman, "Foreign Affairs: The Irrelevant Beat" by Peter Worthington, "The Watchdogs on Parliament Hill" by Frank Jones, "Violence and Canadian TV and Newspapers" by Tim Reid, "Magazines: Of Patriotism and Profits" by Jon Ruddy, Part Two, "The Electronic Message" contains "The Magnificent Music Box" by R. Cynewulf Robbins, "Television, History Present Tense: Myth and Reality" by Ray Hazzan, "You Are the Broadcast: An Anatomy of Television in Education" by Elwy Yost, "Media: The Cult of Vicarious Experience" by Frank D. Thayer, Jr. The articles in Part Three, "The Mosaic Widens," are "A Lens-Eye View" by Boris Spremo, "In Defence of Pornography" by Dennis Pelrine, "Between Police and Public: A Widening Gap" by Kealey Merry, "Persuasion: The Myth of Gullible's Travails" by Larry W. Holmes, "The Church as Communicator" by Dr. Frank Brishin, "How the Business Ethic Radicalized Canada's Campuses" by Greg Kealey, "Communicating Through Form" by John Robert Colombo, and "The Unflattering Mirror" by Richard Lunn. (DB)

ED 054 172

Felicit, Carmen Salvatore

The Effect of Integrated Stimuli and Prompting at Various Stages of Training on Delayed Retention of Word Recognition by Children.

Pub Date 70

Note—96p.; Ed.D. Dissertation, Indiana University

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-11,342: MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*English Instruction, Learning Theories, Prompting, *Retention, *Sight Vocabulary, Stimulus Behavior, *Vocabulary Skills, *Word Recognition

The purpose of this study was to determine effects of various prompting procedures in teaching children a sight vocabulary. The five words which comprised the sight vocabulary were presented to 96 five-year-olds in nursery and elementary schools. During initial training, integrated stimuli and non-integrated stimuli differed with respect to the spatial relation between the cue stimulus (CS) and eliciting stimulus (ES) in the CS+ES frame. In the prompt procedure, the learner's task was to select the correct word after seeing the ES frame and the ES+CS frame. In the confirmation procedure, the task was to select the correct word after seeing the ES frame but prior to seeing the ES+CS frame. During prompt overtraining (POT), the ES+CS frame was dropped, whereas in the POT conditions, the ES+CS and the ES frames were dropped. Subjects were required to practice beyond the trial of last error for 10 additional trials. One week and eight weeks following overtraining to 10 criteria, the subject was given a retention test on the five printed names. Results for initial training suggest that prompts decreased the errors associated with learning the five new words. The data show that the integrated prompt technique decreased errors more than the non-integrated prompt technique. In terms of delayed retention, results suggest that errors are interfering only when they occur early in training. (Author/DB)

TE 002 572

ED 054 173

Grimmer, Faye Loftin

The Effects of An Experimental Program in Written Composition on the Writing of Second-Grade Children.

Pub Date 70

Note—181p.; Ed.D. Dissertation, University of Georgia

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-13,063: MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Composition (Literary), *English Instruction, *Experimental Programs, *Grade 2, Syntax, *Writing Skills

The primary purposes of this study were (1) to determine whether significant differences existed among second-grade experimental and control groups in the rated quality of their compositions and in their use of selected syntactic structures at the end of a one year experimental program in written composition, and (2) to determine the relationships between rated quality and syntactic complexity of compositions written by these second-grade children. As a secondary treatment of the data, the syntactic analysis and quality ratings were related to subject variables: sex, chronological age, reading achievement, IQ, and socioeconomic level. The population consisted of second-grade students. Statistical techniques used to treat the raw data were analysis of covariance and Pearson product moment correlations. Conclusions are: (1) Significant differences existed among experimental and control groups in the rated quality of their compositions. (2) Significant differences existed among experimental and control groups in number of words, number of T-units, subordinate clauses, verbal phrases, adverbials, prepositional phrases, and initial coordinating conjunctions. (3) There is a significant relationship between composition quality and several syntactic variables, and between IQ, and reading achievement. There is no significant relationship between subject variables and syntactic structures. (Author/DB)

ED 054 174

Greenlaw, Marilyn Jean

A Study of the Impact of Technology on Human Values as Reflected in Modern Science Fiction for Children.

Pub Date 70

Note—201p.; Ph.D. Dissertation, Michigan State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-11,850: MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Childrens Books, *Instructional Materials, *Literature, *Science Fiction, Scientific Concepts, *Values

The purpose of this study was to establish the extent to which children's science fiction reflected adult concern with technology and its impact on human values. Two instruments were designed. The first measured thematic analysis and consisted of six theme categories. The second measured content analysis and consisted of three value categories: individualism, privacy and "others"; and three inclusions of technology: nuclear power, automation, and massification of society. Analysis of the data showed that children's science fiction does include aspects of individualism, privacy, nuclear power, automation and massification of society. Furthermore, 48% of the books read and coded reflected concern with technology's impact on values. Because of the nature of science fiction, it can be used to develop critical thinking and reading, and can be used in relation with social studies and the study of history and science. This study established that children's science fiction is an important and respectable genre of literature. (Author/DB)

ED 054 175

Dixon, John

Criteria of Success in English.

National Association for the Teaching of English (England).

Pub Date [69]

Note—59p.

Available from—Honorary Secretary, National Association for the Teaching of English, 5 Imperial Road, Edgerton, Huddersfield 10, Yorks, England (\$0.90)

TE 002 575

TE 002 576

TE 002 577

Document Not Available from EDRS.

Descriptors—*English Education, *Evaluation Methods, *Tests

Identifiers—Criteria of Success in English Test

Examinations offer a picture of a candidate's attainment and may well have a vital effect on his future. Therefore, his teachers are under an obligation to scrutinize the methods by which he is assessed. Teachers of English must ask three questions in evaluating examining methods: (1) Does the material assessed represent a fair sample of a sound English course? (2) Does all this material derive from a significant and worthwhile use of English? (3) Are the methods of assessment varied enough to cover the whole range of a candidate's abilities and potentialities in English? Because it is new, the Criteria of Success in English (C.S.E.) examination offers the opportunity for major change. The range, content, and methods of English need not be restricted by precedent. Active and interested teachers can shape the examination from the start. The content of the examination can be seen as a sampling of the main experiences of English lessons. (CK)

ED 054 176 24 TE 002 580

Jewell, Ross M. *And Others*
Instruction in College Freshman Composition.
Final Report.

Northern Iowa Univ., Cedar Falls.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No.—BR-5-0925

Pub Date 70

Contract—OEC-6-10-099

Note—28p.

EDRS Price MF \$0.65 HC \$3.29

Descriptors—*College Curriculum, *Comparative Analysis, *Composition (Literary), Educational Research, *English Instruction, *Statistical Analysis

The research attempted to determine whether or not there was any difference between the scores of two groups of juniors, both of which had no freshman composition instruction, but one of which (Group 1) had composition instruction in the junior year and the other (Group 2) had not. Three measures, COOP, CEEB, and a theme, were administered at the end of the sophomore year and again at the time when Group 1 completed the course. Comparisons were made between scores of the two groups, of the males of each group, and of the females of each group. Results are: (1) There was no statistically significant difference in favor of Group 1 as measured by COOP; (2) There was a statistically significant difference in favor of the males in Group 1 over the males in Group 2 as measured by COOP; (3) The significant difference referred to in (1) above is due to the male group; (4) There was no significant difference between Group 1 and Group 2 as measured by CEEB and a theme. The results of this research are inconclusive so far as the value of a composition course at the junior year is concerned. (CK)

ED 054 177 24 TE 002 581

Bulter, Joseph

Comparisons of Listening Abilities, Categorized as Good and Poor, of Inner-City Children in the Sixth Grade.

Pub Date 70

Note—128p.; Ed.D. Dissertation, Indiana University

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-11,371: MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Comparative Analysis, *Disadvantaged Youth, *Grade 6, *Listening Skills, Statistical Analysis, *Tests, *Urban Schools

This study was designed to compare the listening abilities of inner-city children in the sixth grade. The following variables were examined: reading, intelligence, school achievement, and sex. The STEP, Listening Test was administered to 124 sixth graders. The data for analysis consisted of raw scores from the standardized tests and numerical values assigned to the questionnaires designed for this study. Significant differences were found between good and poor listeners on tests of word meaning, paragraph meaning, intelligence, and listening habits. The differences were significant at the .05 level of confidence. There were no significant differences in the listening abilities of boys and girls. The STEP, Listening Test seems to have merit as an

instrument to assess listening ability of inner-city children. The ability to listen well has definite and positive implications for scholastic achievement. Good listeners tend to be higher in intelligence than poor listeners, and the former practice better listening habits than the latter. (Author/CK)

ED 054 178 TE 002 582

Wise, Frances Louise

An Analysis, Classification, and Synthesis of Research and Professional Periodical Literature from 1957 through 1967 Relative to Business-Communication Instruction.

Pub Date 70

Note—323p.; Ed.D. Dissertation, University of Southern Mississippi

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-13,591: MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Business English, *Communication Skills, *English Instruction, Instructional Design, *Literature Reviews, *Research Reviews (Publications)

Copies of research reports (49) and periodical articles (420) from 1957 through 1967 concerned with the teaching of business communication were obtained from various libraries. Abstracts of the research studies were developed, and resumes were written of 301 of the articles which met four established criteria of quality. The data were then classified according to the following phases of business-communication instruction: History and Status of Business Communication Instruction; Business Letter-Writing Instruction; Business Report-Writing Instruction; Speaking, Listening, and Reading Instruction; and Measurement and Evaluation of Instruction. A synthesis of the data was presented in report form which summarized the information gathered for the five subject classifications. Nine major findings were obtained. Observations are that: (1) The lack of research and the increasing status of business-communication instruction reflected a need for more formal research studies in business communication; and (2) There appeared to be a developing trend toward increasing emphasis on all the verbal proficiencies utilized in business communications. (Author/DB)

ED 054 179 TE 002 583

Napier, Grace Donkersloot

An Investigation into Extended Use of Time-Compressed Speech with Intermediate-Grade Subjects.

Pub Date 68

Note—521p.; Ed.D. Dissertation, Temple University

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-13,215: MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Elementary School Students, *Learning Processes, *Listening Comprehension, *Listening Skills, *Speech Comprehension, *Time Factors (Learning)

Using 64 fourth- and fifth-grade girls and boys as experimentals, a study was made of whether time-compressed speech, within the limits of 160-367 words-per-minute rates, is feasible as an adequate avenue for learning certain types of material when the subjects have been provided with extended, systematic training in its use through gradual acceleration of word rate and frequent tests on comprehension. During training, subjects experienced 34 two-day lessons, each of which included three quizzes. Two criterion tests before and two after treatment measured extent of learning attributable to training. Eight null hypotheses were tested and rejected. Fourth grade excelled both fifth grades, and often visually handicapped excelled normally seeing. When compressed speech was used in testing, experimentals surpassed controls. In spite of disadvantages, the fourth grade proved that training alone accounted for success. (Author/DB)

ED 054 180 TE 002 584

Bader, Lois Ann

The Effects of Manuscript-Cursive Combinations of Instructional Treatments on Spelling Achievement.

Pub Date 70

Note—87p.; Ed.D. Dissertation, University of Maryland

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-13,194: MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Educational Research, *Handwriting Instruction, *Spelling, *Teaching Techniques, *Word Study Skills

The purpose of this study was to compare the effects of four presentation-practice combinations of manuscript and cursive writing on the spelling achievement of fourth-grade subjects. Factors included in the investigation were initial spelling accuracy, visual memory and sex. The experimental subjects in the investigation were 120 fourth-grade students in public schools during the 1969-1970 school year. They were randomly assigned to four treatments (manuscript presentation, manuscript practice; cursive presentation, cursive practice; manuscript presentation, cursive practice; cursive presentation, manuscript practice) within each of five participating classrooms. The teachers pretested, administered treatments, and posttested. Subjects were assessed with regard to near-point visual ability and visual memory. Spelling achievement was measured by the number of words spelled correctly on the 25-word test constructed for the study; visual memory was measured by the "Visual Sequential Memory" subtest of the Illinois Test of Psycholinguistic Abilities. Four treatment sheets were designed with directions for study, a list of words to be studied, and lined space for the writing of words. Data were analyzed by an analysis of covariance. Results show that there were no differences in mean spelling gains among the groups. (Author/DB)

ED 054 181 TE 002 585

Gibbs, Annette

Guidelines for the Chief Student Personnel Administrator in Implementing Editorial Policies Related to Freedom of Expression in Sanctioned Student Newspapers of State Colleges.

Pub Date 70

Note—11p.; Ph.D. Dissertation, The Florida State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-7017: MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Freedom of Speech, *Journalism, Newspapers, *School Newspapers, *Student College Relationship, *Student Rights

The study was designed to answer three questions: (1) What should be the function of the state college's sanctioned student newspaper? (2) What are the legal boundaries which pertain to editorial policies of the student newspaper in relation to student freedom of expression and with which the state college must be concerned? (3) What, if any, journalistic ethics or obligations should pertain to the student newspaper? The investigation was conducted primarily in three ways: (1) through an analysis of the status of the college student newspaper, (2) through a study of legal decisions handed down by the state and federal courts which apply to the college student newspaper, and (3) through an analysis of the official positions of educational, professional, and civil liberties organizations which are concerned with student freedom of expression. The 10 guidelines which emerged from this investigation are given. Evidence indicates that problems and conflicts exist, in some measure, because student editors and institutional administrators are not in agreement as to which topics and ideas should be presented and discussed in the newspaper. More attention and care should be taken in describing the role and function of the student newspaper, because legal actions show that too often the college has usurped student freedom of expression in the newspaper. (Author/DB)

ED 054 182 TE 002 590

Bitzer, Lloyd F., Ed. Black, Edwin, Ed.

The Prospect of Rhetoric: Report of the National Developmental Project.

Pub Date 71

Note—255p.; Report of a project sponsored by the Speech Communication Association

Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (\$7.95)

Document Not Available from EDRS.

Descriptors—*Communication Skills, *Conference Reports, Cultural Factors, Educational Planning, *Language Arts, *Oral Communication, *Rhetoric, Speech Education

This book is comprised of essays, reports, and recommendations which were prepared by some 40 scholars who participated in The National Development Project on Rhetoric. The project, which was sponsored by the Speech Communication Association, had as its primary objective the development and amplification of a theory of rhetoric to meet current and future needs. Part One of the book is devoted to position papers that were prepared for the Wingspread Conference, the first of the project's two meetings, and critical response papers prepared for the same conference comprise Part Two. Part Three is made up of papers and committee reports and conference recommendations prepared for the project's second major meeting, the National Conference on Rhetoric. There are a total of 18 papers and a conclusion in the volume. (DB)

ED 054 183

TE 002 591

Fuson, Ben W.

Modular Curriculum: English/Social Studies, Oriental Literature 1968 (Revised 1970).

Kansas Univ., Lawrence. Extramural Independent Study Center.

Pub Date 70

Note—223p.

Available from—Coordinator for Secondary Education, Extramural Independent Study Center, University of Kansas, Lawrence, Kansas 66044 (\$4.50; includes supplementary text, "Selections from a Treasury of Asian Literature")

Document Not Available from EDRS.

Descriptors—College Curriculum, *Correspondence Study, *English Curriculum, *Independent Study, *Social Studies, *University Extension

This book is a course for independent study, representing approximately 3 to 10 weeks' work. Developed for the Extramural Independent Study Center of the University of Kansas at Lawrence, the course concerns Oriental Literature, and is divided into three units: Chinese Literature, Japanese Literature, and The Literature of India. The normal time allowed for completing the course is 12 months from the date of enrollment. Students enrolled through the Extramural Independent Study Center receive one-fourth credit upon successfully completing the course. Eight appendixes present additional readings, bibliography, and aids. (DB)

ED 054 184

TE 499 813

Cultural Enrichment Project: Evaluation of Project Activities.

Dodge County Board of Education, Eastman, Ga. Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [69]

Note—47p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Art Education, *Cultural Enrichment, *Elementary School Curriculum, *Music Education, *Program Evaluation, Statistical Analysis

Identifiers—Elementary and Secondary Education Act, Title III

A project to institute a quality program of music and art education in the public elementary schools of six schools systems in Dodge County, Georgia is evaluated for the school year 1968-69. Each of the project's 15 objectives are stated and then are followed by a discussion of how well and to what degree the objective was realized during the year. Statistical data are presented of the following tests and questionnaires administered: Music Achievement Test, Music Workshop, Music Questionnaire, Art Test, Art Workshop, and Art Questionnaire. (DB)

ED 054 185

TE 499 814

Child, Irvin L.

Assessment of Affective Responses Conducive to Aesthetic Sensitivity. Final Report.

Yale Univ., New Haven, Conn.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-9-0029

Pub Date Jan 71

Grant—OEG-1-9-160029-0100-010

Note—79p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Affective Behavior, Age Differences, *Art Appreciation, Child Development, *Cultural Enrichment, *Measurement Techniques, Questionnaires

This study sought to develop new measures of children's understanding and tolerance of affective qualities, and to relate those variables to the development of an aesthetic orientation toward visual art. The use of these new measures in the present research leads to the following conclusions: (1) No regular age change appears in the correlation among individuals between liking for a picture and recognition of its affective qualities; (2) With increasing age, affective qualities of pictures are recognized with greater accuracy and questionnaire measures of general tolerance for ambiguity, complexity, emotion, and novelty increase very markedly; (3) On most of the pairs of pictures presented for children's choices, previous findings that the tendency to prefer the work experts consider aesthetically better increases with age; (4) Tolerance of affective qualities of pictures is, within each sex and grade group, positively correlated with the questionnaire measures of general tolerance for ambiguity, complexity, emotion, and novelty; (5) Measures of preference for art considered aesthetically better by experts are, in the 12th grade, positively related to all of the other measures. (Author/CK)

ED 054 186

TE 499 815

Osborn, Wendell L.

A Study to Explore New Methods of Identifying and Measuring Musical Talent.

Texas Univ., Austin.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Pub Date 66

Note—123p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Behavioral Science Research, *Hypothesis Testing, *Measurement Techniques, Models, *Music, *Predictive Validity, Statistical Data, Student Ability, *Talent Identification

This study proposes to explore characteristics not usually considered musical, and yet which might combine in persons in such a way that results may lead to a clearer understanding and more accurate measurement and prediction of musical talent. Two hypotheses were tested: (1) Musical talent can be predicted by means of a selected set of variables postulated to represent "non-musical" measures of intellectual and psychomotor, personality, and sociocultural indicators; (2) There will be no statistically significant loss of predictive efficiency when regression weights assigned to the set of predictors from one community sample are applied to data from other communities. The criterion of being musical was based upon a student's belonging to none, one, or more of eight classifications of observed musical behavior. The sample population for this study was drawn from students in the Human Talent Research Program population who had just completed 12th grade in 1963. Statistically the results of the present investigation were modest. In describing differences among persons in a given sample on the basis of observed musical behavior, predictor models accounted for variances ranging from one-sixth to one-eighth. No results were obtained that supported the hypothesis that such models would retain their predictive efficiency when applied across samples. (CK)

ED 054 187

24

TE 499 816

Anway, Mary Jane MacDonald, Theodore

Research in Art Education: The Development of Perception in Art Production of Kindergarten Students. Final Report.

Grand Rapids Public Schools, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-0-E-016

Pub Date May 71

Grant—OEG-5-70-0014(512)

Note—131p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Art Education, *Educational Research, Inservice Teacher Education, *Kindergarten Children, Learning Processes, *Perceptual Development, *Teaching Methods

The purpose of this study was to evaluate modes of art instruction for children in kindergarten. These modes were derived from an experimental art instruction program. The experimental modes consisted of all possible combinations of the following instructional components: (1) a series of charts demonstrating Line, Shape, Color, and Texture-Pattern; (2) art consultants; and (3)

special in-service training for teachers. At the extremes, the full program as one mode was compared to a spontaneous, unstructured art learning situation as another mode. The sample consisted of 30 kindergarten classes in the Grand Rapids Public School System. They were selected from high, medium, and low socioeconomic school districts. The data were analyzed by means of complex analysis of variance with mode of instruction, socioeconomic status, and length of instruction as the major variables (main effects). Data (art productions) were evaluated by trained art personnel by means of standardized criteria. Statistical reliability among evaluators was computed and found to be high. This study found that mode of instruction and SES were significant. The interaction between SES and mode was also significant. The experimental program had less effect for low SES than high SES children. The length of instruction was not significant. The full experimental mode of instruction was most successful in developing superior art productions. (Author/DB)

ED 054 188

TE 499 817

Ellison, Robert L. And Others

The Identification and Selection of Creative Artistic Talent by Means of Biographical Information. Final Report.

Institute for Behavioral Research in Creativity, Salt Lake City, Utah; Utah Univ., Salt Lake City.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-9-0215

Pub Date Jan 71

Grant—OEG-8-9-540215-4004 (010)

Note—144p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Art Expression, *Biographical Inventories, *Creative Ability, *Predictive Validity, Research Design, Statistical Analysis, *Talent Identification

This study was concerned with an investigation of artistic talent measures, the identification of artistic talent, and an examination of the relationship of organizational characteristics to artistic performance. The predictor instrument used was a specially constructed questionnaire made up of multiple choice biographical items and selected climate items. The sample included 501 tenth through twelfth grade students in the arts and 479 tenth through twelfth grade students who were classified as non-art. An item analysis was conducted on the art sample, in a double cross-validation design, to develop scoring keys for the Biographical Inventory (BI) and climate items to predict performance in the arts. The cross validities obtained demonstrated that the BI could successfully predict performance in the arts, both across and within art areas. Scoring keys constructed on the exploratory climate data for the art sample were shown to be related to artistic performance, although the cross validities were lower than those for the BI data. A total sample item analysis conducted on the BI items provided the keys for scoring the art sample and two non-art samples. The results showed that the art sample was significantly different in reference to biographical characteristics. (Author/DB)

ED 054 189

TE 499 819

Thostenson, Marvin S.

The Study and Evaluation of Certain Problems in Eartraining Related to Achievement in Sight-singing and Music Dictation.

Iowa Univ., Iowa City.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-8069

Pub Date Sep 66

Contract—OEC-6-10-299

Note—62p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Auditory Training, *Comparative Analysis, *Music Reading, *Statistical Analysis, *Test Reliability

Identifiers—CSS76 Criterion Sight-singing Test, PRM78 Dictation Test

This investigation dealt with the development and evaluation of both a music dictation test (PRM78 Dictation Test) and a sight-singing test (CSS76 Criterion Sight-singing Test). It was hoped that the dictation test could eventually be developed to serve as an adequate replacement for the latter. Thirteen samples participated in this project—7 first-year undergraduate, 3 second

and third year, and 3 graduate. Four research hypotheses were tested: (1) Achievement in the pitch, rhythm, and melodic sections of the PRM Dictation Test is substantially correlated with proficiency in the Criterion Sight-singing Test; (2) Achievement in the PRM Dictation Test is substantially correlated with proficiency in the Criterion Sight-singing Test; (3) Formal classwork in ear-training results in significant growth in music dictation achievement as measured by the PRM Dictation Test; and (4) The average achievement levels of first-year undergraduate students and other-than-first-year students in the two tests will favor the latter group somewhat, but are perhaps not of statistical significance. Results show that the PRM Dictation Test yielded total test reliabilities ranging generally from about .82 to .91, with a pitch section reliability of .86, rhythm .68, and melody .73. The CSS Criterion Sight-singing Test produced total test reliabilities of about .95, with interval section of .84, pitch .93, rhythm .82, and melody .92. (DB)

ED 054 190 TE 499 831
Development and Trial of a Two Year Program of String Instruction. Appendix F, Music. Final Report.

Illinois Univ., Urbana. School of Music.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.—BR-5-1182

Pub Date Apr 71

Contract—OEC-3-6-051182-1634

Note—189p.

Available from—Professor Paul Rolland, University of Illinois, 202 String Annex, Urbana, Illinois 61801

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Educational Games, *Musical Instruments, *Music Education, *Music Reading
This appendix contains music for the violin, viola, and cello, as well as rhythm games. The three parts of the appendix are: I. Tunes for the String Player, II. Our First Exercises, and III. Sight Reading. See TE 499 832 for the final report proper. (DB)

TM

ED 054 191 TM 000 749

Greenberg, Bernard L.
Measuring College Potential of Language Handicapped Students.

Gallaudet Coll., Washington, D.C.

Pub Date 29 Apr 71

Note—15p.; Paper presented at the Annual Meeting of the American Association of Collegiate Registrars and Admissions Officers, St. Louis, Missouri, April 29, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aurally Handicapped, *College Admission, Concept Formation, *Deaf Children, *Deaf Education, Educationally Disadvantaged, Grammar, *Language Handicapped, Mathematics, Predictive Ability (Testing), Reading Skills, Remedial Instruction, Screening Tests, Test Validity, *Verbal Tests, Vocabulary Skills, Writing Skills

The early onset deaf are a disadvantaged group with educational handicaps resembling closely those of the economically disadvantaged. Most deaf students score poorly on the commonly used verbal tests of college aptitude and their scores on these tests do not predict their college performance. Gallaudet College, an accredited liberal arts college for the hearing handicapped, has developed and validated a new admissions approach, which may be of use to other institutions enrolling disadvantaged students. A multi-dimensional battery which includes many specially designed tests is used as a talent search and has proven capable of determining with a high degree of accuracy which students from a disadvantaged population can, with a reasonable remedial investment, do college-level work successfully. Scores on the admissions battery can also be used diagnostically to tailor remedial work to individual needs in situations where it is impractical or impolitic to use admissions screening. (Author)

ED 054 192 TM 000 753

Giguere, Constance L. Baker, Eva L.
The Development of Criterion-Referenced Tests of Self-Concept and Attitude Toward School.

Pub Date 71

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitude Tests, *Criterion Referenced Tests, Educational Accountability, Educational Objectives, Measurement Techniques, Peer Relationship, *School Environment, *Self Concept, Self Evaluation, *Student Attitudes, Student Teacher Relationship, Test Construction

Identifiers—*Instructional Objectives Exchange, IOX

The development of criterion referenced self-concept and attitude toward school objectives and measures by the Instructional Objectives Exchange (IOX) is discussed. (AG)

ED 054 193 TM 000 757

Zedeck, Sheldon Baker, Henry T.
Evaluation of Behavioral Expectation Scales.

Pub Date May 71

Note—8p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association, Detroit, Michigan, May 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attendance, Behavioral Objectives, Behavioral Science Research, *Behavior Rating Scales, Correlation, *Expectation, *Nurses, Performance Criteria, *Supervisors, Tenure, Test Reliability

Identifiers—Behavioral Expectation Scales, BES
Behavioral Expectation Scales developed by Smith and Kendall were evaluated. Results indicated slight interrater reliability between Head Nurses and Supervisors, moderate dependence among five performance dimensions, and correlation between two scales and tenure. Results are discussed in terms of procedural problems, critical incident problems, and perspective of raters. (Author)

ED 054 194 TM 000 758

Sharon, Amiel T.

The Use and Validity of the GED and CLEP Examinations in Higher Education.

Pub Date 6 Apr 71

Note—9p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association, Atlantic City, New Jersey, April 6, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Achievement Tests, *Adult Dropouts, Adult Education, College Credits, Comparative Analysis, Correlation, Dropout Programs, Dropouts, *Equivalency Tests, Experience, Grade Point Average, Guidance, *Higher Education, Liberal Arts, Placement, Predictive Validity, Tests, *Test Validity

Identifiers—CLEP, *College Level Examination Program, General Educational Development Tests

The use and validity of the tests of General Educational Development and the College-Level Examination Program, two measures by which adults with nontraditional educational backgrounds can demonstrate their previous educational achievement, are discussed. (AG)

ED 054 195 TM 000 759

Berty, Ernest

A Guide to the Evaluation of Pilot Programs.

West Virginia State Dept. of Education, Charleston.

Pub Date Jan 70

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Characteristics, Data Collection, Educational Change, *Educational Programs, Evaluation Needs, *Evaluation Techniques, *Guides, *Pilot Projects, Post Testing, Pretesting, Program Costs, Program Design, *Program Development, Program Effectiveness, School Environment

This guide draws from numerous evaluation models to provide a frame of reference in the development and execution of an evaluation plan for pilot programs. Emphasis is on the development of an evaluation design; construction of instruments or the analysis and interpretation of results is not discussed. A selected bibliography for further in-depth study is included. (AG)

ED 054 196 TM 000 760

Blacklow, Robert S. And Others

An Evaluation Report of the Harvard Health Careers Summer Program for Minority Students: Volume I.

Spons Agency—Public Health Service (DHEW), Bethesda, Md. National Center for Health Services Research and Development.

Pub Date 71

Note—159p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Admission Criteria, Career Choice, Dentists, Health Needs, Health Occupations, *Health Occupations Education, *Medical Education, Medical Schools, Medical Students, *Minority Groups, Physicians, Program Effectiveness, *Program Evaluation, Questionnaires, Remedial Courses, Student Motivation, *Summer Programs, Tutorial Programs

Identifiers—HCSP, *Health Careers Summer Program

One of the most important factors in improving health care among minority groups is the training of adequate numbers of minority health care workers. In view of this need, the Harvard Medical School and the Harvard School of Dental Medicine initiated a Health Careers Summer Program designed to attract more minority group students into medicine and dentistry, and to strengthen their academic preparation in science and mathematics. See also Volume II of the Evaluation Report (TM 000 761) and the Report Summary (TM 000 762). (AG)

ED 054 197 TM 000 761

Blacklow, Robert S. And Others

An Evaluation Report of the Harvard Health Careers Summer Program for Minority Students: Volume II.

Spons Agency—Public Health Service (DHEW), Bethesda, Md. National Center for Health Services Research and Development.

Pub Date 71

Note—212p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Admission Criteria, Career Choice, Clinical Experience, Course Evaluation, Dentists, Disadvantaged Youth, Educational Programs, *Health Occupations Education, Medical Education, Medical Students, *Minority Groups, Physicians, *Program Evaluation, *Questionnaires, Remedial Courses, Student Attitudes, *Summer Programs, Tutorial Programs

Identifiers—HCSP, *Health Careers Summer Program

Application and recommendation forms, numerous evaluation forms, questionnaires, and responses to taped interviews are some areas of information presented in Appendices I-IV contained in Volume II. See also Volume I of the Harvard Health Careers Summer Program (TM 000 760) and the Report Summary (TM 000 762). (AG)

ED 054 198 TM 000 762

Blacklow, Robert S. And Others

An Evaluation Report of the Harvard Health Careers Summer Program for Minority Students: Summary.

Public Health Service (DHEW), Bethesda, Md. National Center for Health Services Research and Development.

Pub Date 71

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Admission Criteria, Disadvantaged Youth, *Educational Finance, Health Needs, *Health Occupations Education, Medical Education, Medical Schools, Medical Students, *Minority Groups, Program Effectiveness, *Program Evaluation, Remedial Courses, *Summer Programs, Tutorial Programs

Identifiers—HCSP, *Health Careers Summer Program

The three major components of the HCSP, Academic Course Work, Academic Tutorial, and Clinical Tutorial, are discussed in detail, as well as budgeting considerations, program effectiveness, and recommendations for the future. See also TM 000 760 and TM 000 761. (AG)

ED 054 199 TM 000 763

Kristof, Walter

On a Statistic Arising in Testing Correlation.

Educational Testing Service, Princeton, N.J.

Report No.—RB-71-21

Pub Date May 71

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Correlation, Mathematical Applications, *Statistical Analysis, *Statistics, Transformations (Mathematics)

The main purpose of this paper consists in deriving means for making statistical inferences about the distribution of σ under the conditions of sigma' is equal to sigma" and sigma' is not equal to sigma". An application of the results to coefficient alpha is appended as an illustration. (CK)

ED 054 200 TM 000 764

McNeil, John D.

Performance Tests: Assessing Teachers of Reading.

Pub Date Apr 71

Note—10p.; Paper presented at the Annual Meeting of the California Educational Research Association, San Diego, California, April 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement, *Effective Teaching, *Performance Tests, Post Testing, Pretesting, *Reading, Reading Skills, *Teacher Evaluation, Teacher Influence, Teaching Skills, *Testing, Test Reliability, Test Validity

The rationale and description of tests of teaching power by which teachers have an equal chance to show their relative ability to effect pupils' achievement in reading skills are discussed. Illustrations of these performance tests and a means for administering them—"teaching faires" are also presented. Data in support of teaching performance tests in reading are reported along with information about teachers' resistance to such tests. Suggestions are made for further work with tests of teaching power. (Author/AG)

ED 054 201 TM 000 765

McDaniel, Ernest

New Film Tests of Visual Perception.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Feb 71

Grant—OEG-0-9-242063-0772(032)

Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Abstract Reasoning, *Children, Diagnostic Tests, Dyslexia, Grade 1, Grade 2, Individual Tests, *Instructional Films, Memory, *Perception Tests, Perceptual Development, Test Construction, Testing, Test Reliability, Test Validity, Time Perspective, Visual Learning, *Visual Measures, *Visual Perception

The rationale and development of a new series of motion picture tests of perceptual abilities of young children are described, and preliminary data regarding their reliability and validity are presented. The data suggests that the film tests are promising new perceptual measurement instruments. (MS)

ED 054 202 TM 000 773

Testing in Turmoil: A Conference on Problems and Issues in Educational Measurement.

Educational Records Bureau, Greenwich, Conn.

Pub Date Oct 70

Note—46p.; Paper presented at the Thirty-Fifth Annual Meeting of the Educational Records Bureau, New York, New York, October 29-30, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Tests, Admission Criteria, *Conference Reports, *Criterion Referenced Tests, Cultural Factors, Decision Making, Educational Accountability, Educational Improvement, Educational Needs, Individualized Instruction, *Measurement, Measurement Goals, Measurement Techniques, *Reading Tests, Testing, *Testing Problems, Testing Programs, Test Interpretation, Test Results

The 1970 Educational Conference sponsored by the Educational Records Bureau focused on the topic "Testing in Turmoil: A Conference on Problems and Issues in Educational Measurement." The International Reading Association and the National Council on Measurement in Education co-sponsored two conference sessions entitled "The Measurement of Reading: Procedures and Problems," and "Criterion-Referenced Measures: Pros and Cons" respectively. (CK)

ED 054 203 TM 000 778

Madaus, George F. And Others

A Causal Model Analysis Suggests Modification of the Cumulative Hierarchical Structure Assumed in Bloom's Taxonomy of the Cognitive Domains.

Pub Date 6 Feb 71

Note—63p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Tests, Cognitive Objectives, *Cognitive Processes, Computer Oriented Programs, Correlation, Factor Structure, High School Students, Intelligence, *Models, Multiple Regression Analysis, Organization, Sciences, Social Sciences, *Statistical Analysis, *Taxonomy, Test Construction, Tests, *Validity

Identifiers—*Kit of Reference Tests for Cognitive Factors
Bloom's taxonomy of the cognitive domain consists of six major levels: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. The purpose of this study is to construct a quantitative causal model for a set of tests designed to operationally define these six levels in order to further explore the validity of the cumulative hierarchical assumption of the taxonomy. (Author/AG)

ED 054 204 TM 000 779

Pinsky, Paul D.

Mathematical Models of the Value of Achievement Testing.

Massachusetts Univ., Amherst. School of Education.

Spons Agency—Charles F. Kettering Foundation, Dayton, Ohio.

Report No.—TM-30

Pub Date May 71

Note—27p.; Paper presented at the 39th National Operations Research Society of America Meeting, Dallas, Texas, May 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement, *Achievement Tests, *Decision Making, Grouping (Instructional Purposes), Individualized Instruction, *Mathematical Models, Measurement, *Statistical Analysis, Teaching Procedures, Testing

Identifiers—*Comprehensive Achievement Monitoring
The mathematical models of this paper were developed as an outgrowth of working with the Comprehensive Achievement Monitoring project (Project CAM) which was conceived as a model and application of sampling procedures such as those used in industrial quality control techniques to educational measurement. This paper explores mathematical modeling techniques to gain insight into the role of achievement testing in the instructional process. All assumptions are listed, three models are presented, and computational examples provided. Each model centers on one of the following: 1) instruction given in a finite amount of time; 2) instructional activities in an individually-paced curriculum; and 3) tests used to group students for instruction. (Author/CK)

ED 054 205 TM 000 780

Gorth, William Philip Popejoy, Lee W.

A Description of Courses Monitored by Project CAM.

Massachusetts Univ., Amherst. School of Education.

Spons Agency—Charles F. Kettering Foundation, Dayton, Ohio.

Report No.—TM-2

Pub Date Mar 68

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement, Achievement Tests, *Behavioral Objectives, Biology, *Course Descriptions, Educational Programs, English, High School Students, History, *Individualized Programs, Mathematics, Models, *Performance Criteria, Performance Tests, Post Secondary Education, Programed Instruction, Sampling, Sciences, Testing

Identifiers—*Comprehensive Achievement Monitoring

This technical memorandum describes courses which have been monitored by the Project for Comprehensive Achievement Monitoring (Project CAM, formerly known as Project CRAM). The course structures range from very structured through differentially paced programs for blocks of students to individually paced programs. Project CAM has guided the development of monitors and schedules for each of these courses and is flexible enough to accommodate other variations. The nine courses described in this memorandum are but a sample of the 40-odd courses which have used or are using CAM. (Author)

ED 054 206

TM 000 781

Lord, Frederic M.

Testing if Two Measuring Procedures Measure the Same Psychological Dimension.

Educational Testing Service, Princeton, N.J.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No.—RB-71-36

Pub Date Jun 71

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Hypothesis Testing, Mathematical Applications, Mathematics, *Measurement, *Mental Tests, Psychometrics, Sampling, *Standard Error of Measurement, *Statistical Analysis

A simple, rigorous, small-sample statistical technique is described for testing the hypothesis that two sets of measurements differ only because of errors of measurement and because of differing origins and units of measurement. (Author)

ED 054 207 TM 000 782

Ward, William C.

Convergent and Divergent Measurement of Creativity in Children.

Educational Testing Service, Princeton, N.J.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Report No.—RB-71-40

Pub Date Jun 71

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Association (Psychological), Association Tests, *Convergent Thinking, Creative Ability, Creative Thinking, *Creativity, Creativity Tests, *Divergent Thinking, *Elementary School Students, Individual Differences, Intelligence Quotient, Recognition, Tests

Identifiers—RAT, *Remote Associates Test

Fourth through sixth grade children were given two kinds of creativity measures—divergent measures in which the child named all the ideas he could that met a simple requirement, and convergent measures, adaptations of Mednick's Remote Associates Test, in which he attempted to find one word which was associatively related to each of three others. Divergent and convergent measures shared little variance, and the latter were strongly correlated with IQ and achievement. Moreover, convergent items requiring production of the correct association were strongly related to items requiring only recognition. It was argued that in children Remote Associates performance depends on evaluative abilities rather than the size of the associative repertoire. (Author)

ED 054 208 TM 000 783

Green, Donald Ross

Blased Tests.

CTB/McGraw Hill, Monterey, Calif.

Pub Date 71

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educationally Disadvantaged, Minority Groups, *Negroes, Predictive Ability (Testing), Scores, *Standardized Tests, *Test Bias, Test Construction, *Testing, *Testing Problems, Test Interpretation, Test Reliability, Test Selection, Test Validity

This paper is concerned with the accusations made by such groups as the Association of Black Psychologists in their call for a moratorium on testing, that standardized tests are biased. A biased test measures one trait in one group of people but a different trait in a second group. Evidence about the amount of bias in tests is thin. Bias must be determined by research on each instrument. A commitment to such research is in order. If bias is found, reasonable courses of action include test revision, alteration in interpretation, and discontinuance of testing. (Author/AG)

ED 054 209 TM 000 784

Mitchell, Sandra K. And Others

A Vocational Interest Inventory Based on Roe's Interest Areas.

Washington Univ., Seattle. Bureau of Testing.

Pub Date Jun 71

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Factor Analysis, High School Students, *Interest Scales, *Interest Tests, *Occupational Choice, Occupational Clusters, *Occu-

pational Guidance, Occupational Tests, Predictive Ability (Testing), Profile Evaluation, Test Construction, Test Validity, Vocational Counseling, *Vocational Interests

Identifiers—VII, *Vocational Interest Inventory, Washington Pre College Testing Program

The construction and early validation of an ipsative, forced-choice vocational interest inventory (VII) to measure Roe's eight foci of occupational activity is detailed. Designed for counseling the broad range of high school students, the VII produced consistently interpretable mean profiles for groups of high school juniors having only tentative vocational orientations such as health sciences, engineering, business. Factor analytic studies revealed three dimensions. Service vs. Technology and Science vs. Business provided confirmation for the Roe-Holland hypothesis of a circular continuity of vocational interests. The third factor defined an Organizational (indoor) vs. Outdoor dimension. (Author)

ED 054 210 TM 000 785

Osen, Deborah K.
Student Perceptions of Selected Innovations in Secondary Education.

Pub Date 71

Note—14p.; Paper presented at the Annual Meeting of the California Educational Research Association, San Diego, California, April 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Differences, Cultural Differences, *Educational Innovation, Educational Needs, High School Graduates, High School Students, Intelligence Level, Rating Scales, *Relevance (Education), *Secondary Education, Sex Differences, *Student Attitudes, *Surveys

Identifiers—Trump (J Lloyd)

Significant support by 650 randomly selected high school students and graduates was found for educational innovations suggested by J. Lloyd Trump, Associate Secretary of the National Association of Secondary School Principals. A questionnaire, constructed and validated by the author to study the relationship between the students' ideas and Trump's, is appended. The students' responses were analyzed with attention to sex, cultural, and age differences. (See TM 000 786 for questionnaire.) (MS)

ED 054 211 TM 000 786

Osen, Deborah K.
Inventory of Student Perceptions of Selected Innovations in Secondary Education. Appendix A. Pub Date 71

Note—5p.; Paper presented at the Annual Meeting of the California Educational Research Association, San Diego, California, April 1971

Available from—Not available separately; see TM 000 785

Document Not Available from EDRS.

Descriptors—*Educational Innovation, High School Graduates, *High School Students, Questionnaires, *Secondary Education, *Student Attitudes, Student Opinion, *Surveys

This is an inventory constructed and validated for high school students and graduates, and designed to reveal student perceptions of selected innovations in secondary education. (See also TM 000 785.) (MS)

ED 054 212 TM 000 787

Guthrie, George M. And Others
A Culture-Fair Information Test of Intelligence. Pennsylvania State Univ., University Park.

Spons Agency—Office of Naval Research, Washington, D.C.

Report No—TR-8

Pub Date Aug 70

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adults, Cultural Factors, *Culture Free Tests, *Intelligence Tests, *Rural Population, Statistical Analysis, Test Bias, *Test Construction, Testing Problems, Tests

Identifiers—*Philippines

An intelligence test for use with rural Filipinos was developed using 25 general information questions. The questions bear on experiences common to most rural Filipinos. The methods of development and analyses are described. It is suggested that this strategy could be used with other peasant groups where an assessment of intelligence is needed in order to rank members of one or adjacent communities. This technique does not enable one to compare groups from

markedly different cultural backgrounds. (Author)

ED 054 213 TM 000 788

Werts, Charles E. And Others
Identification and Estimation in Path Analysis with Unmeasured Variables.

Educational Testing Service, Princeton, N.J.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No—RB-71-39

Pub Date Jun 71

Grant—OEG-2-700033(509)

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Analysis of Covariance, *Correlation, Factor Analysis, Factor Structure, Goodness of Fit, *Mathematical Models, Statistical Analysis, Statistics

A variety of path models involving unmeasured variables are formulated in terms of Joreskog's general model for the analysis of covariance structures. (Author)

ED 054 214 TM 000 789

Kirk, David B.

Technique for Approximating the Bivariate Normal Correlation Coefficient, Rho, and Estimating Tetrachoric r.

Educational Testing Service, Princeton, N.J.

Report No—RB-71-35

Pub Date Jun 71

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Algorithms, *Computer Programs, *Correlation, *Mathematical Applications, Mathematics, Probability, *Probability Theory, *Statistical Analysis, Techniques

In this paper a reliable method is found for approximating the value of the Bivariate Normal Correlation Coefficient, rho, given values of the joint probability and the normal deviates, h and k, or the related areas. This technique finds useful application in the computation of the tetrachoric correlation coefficient, r, when the underlying distributions may be assumed to be normal. (Author)

ED 054 215 TM 000 790

Medley, Donald M. And Others

The Personal Record of School Experiences: A Manual for PROSE Recorders.

Educational Testing Service, Princeton, N.J.

Report No—RM-71-8

Pub Date Jun 71

Note—46p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior, *Classroom Observation Techniques, Data Collection, *Disadvantaged Youth, *Educational Experience, *Longitudinal Studies, *Manuals, Measurement Techniques, Observation, Research Methodology, School Environment, Scoring, Test Reliability, Test Validity

Identifiers—*Personal Record of School Experience

This manual contains instructions which formed the basis for the training of observers to collect data on the Personal Record of School Experience (PROSE) form for a 1969-1970 longitudinal study of disadvantaged children. (CK)

ED 054 216 TM 000 791

Henderson, N. B. And Others

Contributions of Selected Perinatal Variables to Seven-Year Psychological and Achievement Test Scores.

Pub Date Apr 71

Note—11p.; Paper presented at the Annual Meeting of the Western Psychological Association, San Francisco, California, April 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement Tests, *Caucasians, Children, Correlation, Infants, Multiple Regression Analysis, *Negro Youth, Prediction, Predictive Ability (Testing), *Predictor Variables, *Psychological Tests, Racial Differences, Scores, Sex Differences, Testing

Perinatal variables were used to predict 7-year outcome for 538 children, 32% Negro and 68% white. Mother's age, birthplace, education, occupation, marital status, neuropsychiatric status, family income, number supported, birth weight, one- and five-minute Apgar scores were regressed on 7-year Verbal, Performance and Full Scale IQ, Bender, Wide Range Reading, Arithmetic and

Spelling, ITPA Auditory Vocal Association, and Draw-A-Man or -Woman test scores. Regressions were calculated for each race, sex, and total group. With all groups combined, perinatal variables correlated significantly with all 7-year tests except Draw-A-Man, -Woman. Although not all 7-year test scores were predicted significantly for the total group, nor was any test predicted for all subgroups, the Bender test was significantly predicted for seven of the nine groups. (Author/CK)

ED 054 217 TM 000 792

Pascale, Pietro J. Jakubovic, Shaena

The Impossible Dream: A Culture-Free Test.

Pub Date 71

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Compensatory Education, Cultural Differences, Cultural Factors, *Culture Free Tests, *Disadvantaged Youth, *Intelligence Tests, Nonverbal Tests, Performance Criteria, *Test Bias, Testing, *Testing Problems, Test Interpretation, Test Wiseness

The study reviewed the formats and psychometric rationale of several alleged culture-free tests. Advantages and disadvantages of each instrument were examined and implications for compensatory education were discussed. (Author)

ED 054 218 TM 000 793

Wirtz, Lyndall R.

Performance on Raven's Progressive Matrices of Elementary-School Negro Children Involved in an Algebra Program.

Pub Date Jul 71

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abstract Reasoning, *Algebra, Caucasians, Concept Formation, Cross Cultural Studies, *Discovery Learning, *Economically Disadvantaged, Elementary School Students, Grade 5, Grade 6, Intelligence, Learning Motivation, *Negro Youth, Performance Criteria, Problem Solving, Racial Differences

Identifiers—*Ravens Progressive Matrices

Evidence for suggested basic differences in the abstract reasoning capacity of Negro and Caucasian children includes consistent findings of significantly poorer performance by Negroes on Raven's Progressive Matrices (PM). This study investigated the PM performance of Negro children taught algebra via a discovery method of instruction. It was administered to 16 5th-6th grade experimental students and 19 5th and 6th grade control students. Mean score for the experimental students was 36.2. A t-test of the difference in mean scores for the 2 groups was significant, suggesting that, given encouragement and training in complex problem solving, Negro children can develop the same abstract reasoning skills measured by the PM as Caucasian children. (Author)

ED 054 219 24 TM 000 795

Goobly, Thomas M., Jr. Wray, Grace A.

Practice Test for Pre-Primary and Beginning First Grade.

Georgia Univ., Athens. Research and Development Center in Educational Stimulation.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Pub Date Mar 69

Contract—OEC-6-10-061

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Grade 1, Group Tests, *Preschool Children, Preschool Tests, Student Testing, Test Construction, Testing, *Testing Problems, *Test Wiseness, *Visual Measures

The purpose of this pictorial practice Test is to prepare pre-primary and beginning first grade children who have not had experience with a group test to do tasks similar to those found on a regular test. The instructions for the practice test stress important cues and directions helpful during test administration, and include the entire dialogue for the test procedure. (Author/CK)

ED 054 220 TM 000 796

Harnett, Rodney T.

Evaluation, Accountability, and a Consideration of Some of the Problems of Assessing College Impacts.

Educational Testing Service, Princeton, N.J.

Report No—RM-71-7

Pub Date Jun 71

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, *College Planning, College Role, *Educational Accountability, *Educational Improvement, *Educational Objectives, Educational Quality, *Evaluation, Evaluation Methods, Financial Problems, Higher Education, Information Systems, Public Opinion, Relevance (Education), Research Problems

The terms educational accountability and educational evaluation are clarified, and problems involved in assessing college effectiveness and developing objective criteria for accountability are discussed. (MS)

ED 054 221

TM 000 798

Roberson, E. Wayne, Ed.

Educational Accountability Through Evaluation.

Educational Technology Publications, Englewood

Cliffs, N.J.

Pub Date 71

Note—114p.

Available from—Educational Technology Publications, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632 (\$3.00 per copy)

Document Not Available from EDRS.

Descriptors—Behavioral Objectives, Budgeting, Cost Effectiveness, *Educational Accountability, Educational Needs, *Educational Planning, *Educational Programs, Effective Teaching, *Evaluation, Evaluation Techniques, Input Output Analysis, Models, Performance Contracts, *Relevance (Education), Systems Approach

Identifiers—*Accountability Through Evaluation Institute

The edited presentations of the Accountability Through Evaluation Institute are given to provide insight into some problems and solutions regarding educational accountability. Presentations include "Educational Accountability" (Lee E. Wickline); "A Scheme for Evaluation" (Robert Armstrong, Terry D. Cornell, Robert Kraner, and E. Wayne Roberson); "A Systematic Approach to Needs Assessment" (Terry D. Cornell); "Planning-Programming-Budgeting Systems" (Arthur O. Bachelor); "Negotiating a Performance Contract" (Albert V. Mayrhofer); and "Educational Program Audit" (Robert Kraner). (MS)

ED 054 222

TM 000 804

Jaffy, Sybil F.

Measurement of Levels of Knowledge of and Attitudes Toward Program Planning and Budgeting Systems.

Pub Date Dec 70

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Attitudes, Ancillary Services, *Budgeting, *Educational Accountability, Elementary Schools, High Schools, Management Systems, *Program Planning, *Questionnaires, *School Personnel, Task Performance, Teacher Attitudes, Video Tape Recordings

The purpose of this research was to ascertain the degree to which staff members in the Beverly Hills Unified School District were knowledgeable about the concept of accountability in public education and specifically Program Planning and Budgeting Systems (PPBS), and to obtain indicators pertaining to the climate for receptivity toward this concept. A video tape was shown simultaneously to all staff members, and a questionnaire was then administered which among other data revealed: 1) A low level of training and knowledge of Program Planning and Budgeting Systems; 2) A positive statistical relationship between staff members who felt negative about the concept of accountability and those who felt negative about their own job performance conditions, and the converse positive statistical relationship; 3) The value of video tape as an information tool; and 4) The overwhelming response for a desire to know more about PPBS and accountability. (Author/MS)

ED 054 223

TM 000 805

Alemani, Lawrence M. Matsunaga, Allen

A Study of Foreign Language at the University of Illinois Using the CEEB Foreign Language Placement Tests and End-of-Course Grades.

Illinois Univ., Urbana. Office of Instructional Resources.

Report No—RR-317

Pub Date Dec 70

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Performance, *College Freshmen, *College Language Programs, *Comparative Analysis, Equivalency Tests, French, German, Grades (Scholastic), Languages, Listening Tests, Norms, Placement, Reading Tests, Russian, Scores, *Second Language Learning, Spanish

Identifiers—CEE Foreign Language Placement Tests, *College Entrance Examination Board

The College Entrance Examination Board Foreign Language Placement Tests were normed on students enrolled in French, German, Russian, and Spanish courses during Fall semester, 1969. Differences between performance at the four levels of each course were also investigated and comparisons made among CEEB test scores, course grades, and CEEB standard score norms. Results indicated that students enrolled in the first four courses of a foreign language have learned significantly different amounts of the same material as measured by the Placement Tests. However, if results are inspected at the same course level by looking at the standard scores, it appears that the level of performance is about the same for each language. An accurate check on this was not possible as different tests were used for each language. In general, students enrolled in lower level courses fell below the national norm average while those in upper levels were above. Relationships between test scores and course grades indicated that test scores can be used to identify successful performance almost as well as grades. Therefore, cut-off scores were established using the average reading and listening test standard scores for placement into and proficiency in the various courses studied. (Author/AG)

ED 054 224

TM 000 806

Rookey, T. Jerome

Pennsylvania Assessment of Creative Tendency: Norms-Technical Manual.

Pennsylvania State Dept. of Education, Harrisburg.

Pub Date Jun 71

Note—23p.

Available from—Thomas J. Rookey, Pennsylvania Department of Education, Department of Public Instruction, Box 911, Harrisburg, Pa. 17126 (free)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Attitudes, Attitude Tests, *Creative Ability, Creativity, *Creativity Tests, *Elementary School Students, Factor Analysis, Item Analysis, Junior High School Students, Norms, Predictive Validity, *Technical Reports, Test Construction, Test Reliability, *Test Validity

Identifiers—PACT, *Pennsylvania Assessment of Creative Tendency

The Pennsylvania Assessment of Creative Tendency (PACT) is an experimental Likert Style Attitude Inventory designed to measure the creative tendency of elementary school children. PACT has been constructed over a period of four years, and has been subjected to item and factor analyses. The reading level has been set at Grade 5.0 or lower. To facilitate use in varied projects, PACT has been produced in several forms. The reliability of PACT has been consistently high, above 0.77, throughout several research projects. Investigations of content, predictive, criterion-related, and construct validity have yielded very favorable results. (Author/AG)

ED 054 225

TM 000 807

Marco, Gary L. Landes, Sandra R.

The Evaluative Implications of a Survey of the 1969-70 Chicago ESEA Title I Program.

Educational Testing Service, Princeton, N.J.

Spons Agency—Chicago Board of Education, Ill.

Report No—PR-71-4

Pub Date Apr 71

Note—138p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Administrative Personnel, Attitudes, Community Attitudes, Decision Making, *Disadvantaged Youth, Educational Improvement, Educational Objectives, *Educational Programs, Enrichment Activities, *Evaluation Methods, Individual Needs, Performance Criteria, Program Content, Program Costs, *Program Evaluation, Public Schools, *Questionnaires, Rating Scales, Self Concept, Student Improvement

Identifiers—*Chicago ESEA Title I Program

A survey of opinions about the Elementary and Secondary Education Act Title I needs and activities was carried out in 1969-70 by Chicago Public Schools in cooperation with Educational Testing Service. The results and the evaluative implications of this survey are presented. (CK)

ED 054 226

TM 000 808

Baird, Leonard L. Fiester, William J.

Grading Standards: The Relation of Changes in Average Student Ability to the Average Grades Awarded.

Educational Testing Service, Princeton, N.J.

Report No—RB-71-28

Pub Date May 71

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Ability, Academic Performance, Admission Criteria, College Admission, *College Faculty, *College Freshmen, Colleges, Correlation, Grade Point Average, *Grade Prediction, Grades (Scholastic), *Grading, Longitudinal Studies

Identifiers—ACT, *American College Test

The relation of average grades awarded to the average ability of the students was studied in a large sample of colleges. The mean and standard deviation of freshman classes on an ability test, along with the mean and standard deviation of the freshman year grades obtained by classes over a five year period was available for several hundred colleges. Difference scores on the mean and standard deviations were also calculated. Correlational analyses and analyses of colleges that changed most produced the following results: 1) within any given year colleges whose incoming students were bright tended to award higher grades, but there was considerable room for variance from this trend, 2) the average ability levels of colleges change very little, even over five year periods, 3) when the average ability of students increases (or decreases) about the same level of grades are awarded. This is interpreted as suggesting that faculties as a whole have preferred distribution of grades which they use whether their current classes of students are brighter or duller than previous classes. (Author)

ED 054 227

TM 000 809

Nelson, Jerald Drennan, Margaret

From Theory to Curriculum: Then (And Only Then) - Evaluation.

Pub Date Apr 71

Note—20p.; Paper presented at the Annual Meeting of the California Educational Research Association, San Diego, California, April 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, Child Development, *Criterion Referenced Tests, *Curriculum Development, Curriculum Evaluation, Curriculum Planning, *Early Childhood Education, Educational Accountability, Elementary School Curriculum, *Evaluation, Language Development, *Learning Theories, Models, Preschool Education, Test Construction, Testing Programs, Thought Processes

The method of utilizing a criterion-referenced testing system by employing the following progression of curriculum development is recommended: 1) A theory of childhood development or learning is identified; 2) Curriculum is developed based upon that theory; 3) Criterion-referenced tests, with items stated in behavioral terms, are developed. An appendix discusses a study of pre-reasoning abilities in preschool classes and includes a comparison of results of three curricular approaches. (MS)

ED 054 228

TM 000 810

Joreskog, Karl G. Van Thillo, Marielle

New Rapid Algorithms for Factor Analysis by Unweighted Least Squares, Generalized Least Squares and Maximum Likelihood.

Educational Testing Service, Princeton, N.J.

Report No—RM-71-5

Pub Date May 71

Note—78p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Algorithms, *Computer Programs, Correlation, *Expectation, *Factor Analysis, Factor Structure, Mathematical Models, *Mathematics, Statistical Analysis

Identifiers—*FORTRAN IV G

A new basic algorithm is discussed that may be used to do factor analysis by any of these three methods: (1) unweighted least squares, (2) generalized least squares, or (3) maximum likelihood. (CK)

ED 054 229 24 TM 000 825

Borg, Walter R.
Three Levels of Evaluation for Educational Products.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-6-2931
Pub Date 3 May 71

Contract—OEC-4-7-062931-3064

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Change, Classroom Observation Techniques, Educational Methods, Educational Objectives, Educational Planning, Educational Programs, Evaluation, Evaluation Techniques, Experience, Models, Performance, Program Costs, Program Evaluation, Validity

Three levels of evaluation that can be used in the assessment of educational products and processes are: 1) Unvalidated Form of Experience, 2) Validated Form of Experience, 3) Direct Performance Evaluation. Each of these evaluation models is described in detail, and factors involved in selection of the evaluation model are discussed. (MS)

ED 054 230 24 TM 000 826

Borg, Walter R.
Some Thoughts About Product Evaluation at the Far West Laboratory.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-6-2931

Pub Date 8 Jan 71

Contract—OEC-4-7-062931-3064

Note—5p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Equipment, Educational Programs, Equipment Evaluation, Evaluation, Evaluation Techniques, Marketing, Merchandise Information, Merchandising, Objectives

Identifiers—Evaluation Continuum

Questions are discussed concerning the problem of evaluating an educational product for its potential marketing success. A strategy is proposed for identifying various levels of evaluation for a product, and for selecting the evaluation level that will be accepted as yielding sufficient evidence for the desirability of marketing the product. (MS)

ED 054 231 TM 000 827

Dressel, Paul L. Nelson, Clarence H.

Questions and Problems in Science.

Educational Testing Service, Princeton, N.J.

Pub Date 56

Note—850p.

EDRS Price MF-\$0.65 HC-\$29.61

Descriptors—Biological Sciences, Biology, Biology Instruction, Chemistry, Classification, College Science, College Students, College Teachers, Comprehension, Earth Science, Educational Objectives, Evaluation, Geography, Geology, Heat, Knowledge Level, Light, Multiple Choice Tests, Natural Sciences, Physical Sciences, Physics Instruction, Sciences, Science Tests, Standardized Tests, Test Construction, Testing

This folio of test items, contributed by a number of colleges and universities from their course, placement, entrance, or other institutional examinations, was compiled to aid teachers in constructing tests. Only those science courses offered in the first two years of college are represented by the scope of the items. The test items may also serve as models for those who are relatively inexperienced in item writing. A major consideration in using these items is that of relating them to the testing of various objectives. These questions and problems are arranged under some thirty subject matter headings in each of the two major subdivisions: Biological Science and Physical Science. The items are classified according to Bloom's taxonomy under the following major headings: Knowledge; Comprehension; Application; Analysis; Synthesis; and Evaluation. (AG)

ED 054 232 24 TM 000 840

Skager, Rodney W.
Student Entry Skills and the Evaluation of Instructional Programs: A Case Study.

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Report No—CSE-53

Bureau No—BR-6-1646

Pub Date Jun 69

Contract—OEC-4-6-061646-1909

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Tests, Case Studies, Comparative Analysis, Diagnostic Tests, Educationally Disadvantaged, Experimental Programs, Grade 7, Instructional Programs, Mathematics, Mathematics Instruction, Mexican Americans, Negro Students, Post Testing, Program Evaluation, Relevance (Education)

Two forms of a mathematics achievement test were developed for use in the evaluation of an experimental instructional program at the seventh grade level. Subjects were drawn primarily from minority groups at three urban junior high schools; all were of approximately normal scholastic aptitude, but one year or more behind their peers in mathematics achievement. Eligible students were assigned to experimental or regular mathematics classes and tested at the beginning and end of the school year. After the posttesting teachers were asked to rate all items on the two test forms for the extent to which their instruction would be likely to facilitate the ability of their students to answer each correctly. The findings imply that both groups of teachers tended to direct instruction at skills which were relatively well-developed at entry rather than at areas in which students were initially weak. Possible reasons why this might occur are examined and potentially important implications of these findings for instructional practice and evaluation methodology are discussed, especially with regard to instructional programs for educationally deprived students. In particular, the importance of mapping student entry skills before designing instructional programs is stressed, along with the role of evaluation in providing such initial feedback information. (Author/AG)

ED 054 233 24 TM 000 872

Bormuth, John R.
Development of Standards of Readability: Toward a Rational Criterion of Passage Performance.

Final Report.

Chicago Univ., Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-0237

Pub Date Jun 71

Grant—OEG-9-9-230237-4125(010)

Note—219p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Cloze Procedure, Criterion Referenced Tests, Decision Making, Educational Accountability, Educational Objectives, Elementary Grades, High School Students, Instructional Materials, Models, Multiple Regression Analysis, Performance Criteria, Readability, Reading Comprehension, Scores, Standardized Tests, Test Construction, Testing, Testing Problems

The purpose of these studies was to develop and demonstrate a model for identifying criterion levels of performance that can be rationally defended as being the best level of performance for a particular instructional task. The specific objective was to identify the score on a cloze test that represents the most desirable level of performance on instructional materials. (Author)

ED 054 234 24 TM 000 873

Hart, Joseph T.
Remembering—Memory Searching and Memory Checking. Final Report.

California Univ., Irvine.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-0919

Pub Date Jun 71

Grant—OEG-9-9-140919-0040(057)

Note—52p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Processes, College Students, Correlation, Evaluation, Individual Differences, Memory, Paired Associate Learning, Personality, Psychophysiology, Recall (Psychological), Recognition, Test Construction, Test Reliability, Tests

Identifiers—Repression

A series of pilot and regular experiments were conducted to investigate memory checking processes. The first set of experiments developed a set of six different tests for the measurement of memory checking. Correlational studies of these

tests demonstrated that they could be used reliably and that the different tests are measuring the same basic processes. The second set of experiments examined the correlations between memory checking and other measures of personality and cognition. No important relationships between memory checking and other individual differences were found. The third set of experiments related memory checking to the clinical meaning of repression. It was found that subjects who underwent an intensive abreactive form of psychotherapy showed significant and lasting increases in their memory monitoring scores. A psychophysiological theory of the meaning of memory monitoring was developed to explain these clinical findings. (Author)

ED 054 235 24 TM 000 874

Hart, Joseph T.

Memory Checking Tests.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-0919

Pub Date Jun 71

Grant—OEG-9-9-140919-0040(057)

Note—34p.

Available from—See TM 000 873; not available separately

Document Not Available from EDRS.

Descriptors—Memory, Multiple Choice Tests, Reading Tests, Recall (Psychological), Recognition, Tests

Identifiers—General Information Test

Two basic tests for checking memory skills are included in these appendices. The first, the General Information Test, uses the same 150 items for each of its two versions. One version is a completion-type test which measures recall by requiring the examinee to supply a specific response. The other version supplements each of the 150 items with four multiple-choice answers, thus measuring recognition. In the second test, two separate reading passages of approximately 500 words are provided. Five minutes are allowed for the reading of either passage. Again, recall and recognition versions of the test are provided for each passage. Eight minutes are allowed for responding to the 33 items in each version. (GS)

ED 054 236 24 TM 000 875

Rippey, Robert M.

Scoring and Analyzing Confidence Tests. Final Report.

Illinois Univ., Chicago.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-0578

Pub Date 8 May 71

Grant—OEG-5-9-230578-0070

Note—87p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computer Programs, Correlation, Factor Analysis, Guessing (Tests), High School Students, Item Analysis, Scores, Scoring, Scoring Formulas, Sex Differences, Statistical Analysis, Testing, Test Reliability, Tests, Test Validity, Weighted Scores

Identifiers—Confidence Tests, Item Difficulty

Technical improvements, which may be made in the reliability and validity of tests through confidence scores, are discussed. However, studies indicate that subjects do not handle their confidence uniformly. (MS)

UD

ED 054 237 UD 011 520

Gordon, Edmund W.

Compensatory Education: Evaluation in Perspective. IRCD Bulletin, Volume 6, Number 5.

Columbia Univ., New York, N.Y. ERIC

Clearinghouse on the Urban Disadvantaged.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 70

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Compensatory Education, Compensatory Education Programs, Disadvantaged Youth, Program Evaluation, Research Design, Research Methodology

In this brief discussion of the evaluation of compensatory education, the author analyzes why it has been difficult to discover whether com-

pensatory education has succeeded; in addition, why the causes of success or failure are difficult to assess. In particular, the author points out that the political and economic circumstances of programs make evaluation difficult, and that problems of evaluative research in general, research design, and the static approach to assessment have posed formidable obstacles. Despite the many problems in the design, implementation, and evaluation of compensatory education programs and the equivocal status of much of the evaluation effort, educators are nonetheless constantly called upon to make judgements and policy decisions based upon the experiences so far. The author presents some insights drawn from these research evaluation experiences. (Author/JW)

ED 054 238 24 UD 011 711

Satz, Arthur Hoffman, Martin
Project Concern: Hartford, Connecticut.
Center for Urban Education, New York, N.Y.
Program Reference Service.
Spons Agency—Office of Education (DHEW),
Washington, D.C.
Report No.—PRS-007
Bureau No.—BR-6-2868
Pub Date Oct 71
Note—80p.

Available from—Center for Urban Education,
105 Madison Avenue, New York, N.Y. 10016
(PRS 007: \$1.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Bus
Transportation, *Changing Attitudes, Elementary
Schools, *Integration Effects, *Program
Descriptions, *School Integration, Summative
Evaluation, Urban Education

This is the report of Project Concern which operated in Hartford, Connecticut in 1966. Faced with public school problems, the city decided to attempt to bus some of its inner city children to schools of the surrounding suburbs. In the process of convincing the suburban towns to participate in a cooperative education program, the project leaders were forced to focus carefully on the desired results of busing urban children to the suburbs. Extensive records of the academic and social development of 260 children bused to 5 suburban towns were kept between 1966-1968, and compared to control groups of children remaining in the Hartford ghettos. The results of the testing and other data persuaded them other towns and white middle class areas of Hartford City itself to participate in the project and accept target area children. (Author/DM)

ED 054 239 72 UD 011 712

Smilansky, M. And Others

Secondary Boarding Schools for Gifted Students
from Disadvantaged Strata. Technical Report
No. 2, the Socio-Economic Background of the
Students and Their Success in Secondary
School. A Follow-Up Study.

National Inst. for Research in the Behavioral
Sciences, Jerusalem (Israel); Tel-Aviv Univ.
(Israel), Research and Development Lab. for
the Study of the Disadvantaged.

Spons Agency—Office of Education (DHEW),
Washington, D.C.

Pub Date Apr 71

Note—193p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academic Achievement, *Comparative
Education, Data Analysis, Demography,
*Educational Disadvantage, *Educational
Objectives, Educational Research, *Gifted,
Sociocultural Patterns, Socioeconomic In-
fluences

Identifiers—*Israel

This report is one of a series on the results of studies conducted with the aim of understanding and assisting culturally disadvantaged pupils in the Israeli school system. A brief educational history of the country and the theoretical basis of the research introduces this report. A detailed description of the socioeconomic background of students is given through data analysis, as well as is an analysis of student success in secondary schools. Findings indicate that the State of Israel has remained consistent in striving toward defined goals by absorbing a "culturally disadvantaged" population, using the criteria of ethnic origin and social characteristics. (Author/DM)

ED 054 240 24 UD 011 714

Madden, John B.

Student Achievement in Language Arts and the
Organizational Climate of Schools. Final Re-
port.

Missouri Univ., Columbia. Center for Educational
Improvement.

Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.

Bureau No.—BR-0-F-063

Pub Date May 71

Grant—OEG-6-70-0036(509)

Note—124p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Academic Achievement, Data
Analysis, *Disadvantaged Youth, Elementary
School Students, *Language Arts, Negro Stu-
dents, *Organizational Climate, Research
Methodology, Sex Differences
Identifiers—Kansas City, Missouri, Missouri
University

The purpose of this study was to supplement the knowledge available in the field of educational administration relative to the effects of open and closed organizational climates on pupil language arts achievement by disadvantaged pupils in inner-city elementary schools. The study was undertaken in 16 elementary schools in Kansas City, Missouri. In the report of the study, the related literature is reviewed, the methodology employed is described, and the analysis of the data presented. At the end, it is concluded that "when the effects of intelligence of disadvantaged grade 6 pupils are controlled, open and closed organizational climates appear to have no effect on achievement; however, when the same effects of intelligence are controlled, there are significant differences in the interactive effects between organizational climate and sex." (Author/JW)

ED 054 241 UD 011 716

Neyman, Clinton A., Jr. And Others

Evaluation of ESEA Title I Programs for the Dis-
trict of Columbia, Summer 1970. Final Report.
George Washington Univ., Washington, D.C. So-
cial Research Group.

Spons Agency—District of Columbia Govern-
ment, Washington, D.C.

Pub Date Dec 70

Note—150p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Administrative Problems, *Com-
pensatory Education Programs, *Federal Pro-
grams, Program Descriptions, *Program Effec-
tiveness, Remedial Mathematics, Remedial
Reading, *Summative Evaluation, Summer Pro-
grams

This is the report of an evaluation to determine whether ESEA Title I programs conducted in the District of Columbia Schools during the Summer of 1970 fulfilled their stated objectives. The effect of these programs on the students and teachers involved was also investigated. For each of the summer programs there is reported a brief description, objectives, implementation, budget, evaluation, and recommendations made by the evaluators. Findings include a list of programs according to the priority of their effectiveness, ranging from those which successfully accomplished objectives to those which did not. Conclusions indicate that: (1) most summer programs were consistent with overall Title I objectives, emphasizing remedial reading and mathematics for Title I students; and, (2) late funding and planning problems hampered the programs. (Author/DM)

ED 054 242 UD 011 717

Afro-American Experience Program, June 1960-
May 1970. An Evaluation Report.

District of Columbia Public Schools, Washington,
D.C.

Pub Date Nov 70

Note—46p. Prepared by the Department of
Research and Evaluation

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*African American Studies, Data
Analysis, *Program Descriptions, Program Effec-
tiveness, *Program Evaluation, Summer In-
stitutes, Teacher Orientation, *Teacher
Response

This is the evaluation report of the Afro-American Experience Program which consisted of a summer institute for secondary school teachers, and a follow-up academic year in Washington, D.C. high schools. The program sought to pro-

vide formal instruction in teaching the black experience to teachers designated to conduct classes in Negro history or black literature. University teacher education programs had failed to meet the needs of these teachers. The evaluation of this project sought to determine the attitudes of the participants toward the program as a whole. Evaluation showed that the program did achieve its goals. Teachers also reported positive responses to the materials by students, including the enhancement of self-identity. Recommendations included increased funding and continuation and expansion of the program. (Author/DM)

ED 054 243 UD 011 719

Hearings Before the Subcommittee on Education
of the Committee on Labor and Public Welfare,
United States Senate, Ninety-Second Congress,
First Session, on S. 195 and S. 683. Emergency
School Aid, 1971. February 10, 25, 26; March
12, 17 and 18, 1971.

Congress of the U.S., Washington, D.C. Senate
Committee on Labor and Public Welfare.

Pub Date 71

Note—790p.

EDRS Price MF-\$0.65 HC-\$26.32

Descriptors—Administrative Problems, Educa-
tional Needs, *Educational Quality, Elementary
Schools, *Federal Aid, *Federal Legislation,
Financial Support, Integration Methods,
Minority Group Children, Racial Distribution,
*School Districts, *School Integration, Second-
ary Schools

Identifiers—Senate Committee On Labor And
Public Welfare, Subcommittee On Education

The purpose of S. 195, the Emergency School Aid Act of 1971, is to provide financial assistance to meet the special needs incident to the elimination of minority group segregation and discrimination among students and faculty in elementary and secondary schools, and to encourage the voluntary elimination, reduction, or prevention of minority group isolation in elementary and secondary schools with substantial proportions of minority group students. There are authorized to be appropriated for carrying out this Act, not in excess of 500 million dollars for the fiscal year ending June 30, 1971, and not in excess of 1 billion dollars for the succeeding years. The purpose of S. 683, the Quality Integrated Education Act of 1971, is to provide financial assistance to encourage the establishment and maintenance of stable, quality integrated schools throughout the Nation, serving students from all backgrounds; and to aid schoolchildren to overcome the educational disadvantages of minority group isolation. There are authorized to be appropriated to the Commissioner, for the purpose of carrying out this Act, 500 million for the period beginning with the enactment of this Act and ending June 30, 1972, and 1 billion dollars for the fiscal year ending June 30, 1973. (JM)

ED 054 244 UD 011 720

Hearings before the General Subcommittee on
Education of the Committee on Education and
Labor, House of Representatives, Ninety-Second
Congress, First Session on H.R. 2266, H.R.
4847, and Other Related Bills. Emergency
School Aid Act. Hearings Held in Washington,
D.C., March 15-16, 1971.

Congress of the U.S., Washington, D.C. House
Committee on Education and Labor.

Pub Date 71

Note—234p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Administrative Problems, Educa-
tional Needs, *Educational Quality, Elementary
Schools, *Federal Aid, *Federal Legislation,
Financial Support, Integration Methods,
Minority Group Children, Racial Distribution,
*School Districts, *School Integration, Second-
ary Schools

Identifiers—General Subcommittee On Educa-
tion, House Committee On Education And
Labor

The purpose of the Emergency School Aid Act of 1971, H.R. 2266, is to provide financial assistance to meet the special needs incident to the elimination of racial segregation and discrimination among students and faculty in elementary and secondary schools, and to encourage the voluntary elimination, reduction, or prevention of racial isolation in elementary and secondary schools with substantial proportions of minority group students. There are authorized to be appropriated for carrying out this Act not in

excess of 500 million dollars for the fiscal year ending June 30, 1971, and not in excess of 1 billion dollars for the succeeding fiscal year. The purpose of H.R. 4847, the Quality Integrated Education Act of 1971, is to provide financial assistance to encourage the establishment and maintenance of stable, quality integrated schools throughout the Nation, serving students from all backgrounds...and to aid schoolchildren to overcome the educational disadvantages of minority group isolation. There are authorized to be appropriated to the Commissioner for the purpose of carrying out this Act 500 million dollars for the period beginning with the enactment of this Act and ending June 30, 1972, and 1 billion dollars for the fiscal year ending June 30, 1973. (JM)

ED 054 245 UD 011 721

Hearings Before the General Subcommittee on Education of the Committee on Education and Labor, House of Representatives, Ninety-Second Congress, First Session on H.R. 6247: a Bill to Extend the Provisions of the Juvenile Delinquency Prevention and Control Act of 1968 for 5 Years. Hearings Held Washington, D.C., March 26; April 28-29, 1971.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date 71

Note—393p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Criminals, Criminology, Delinquency, Delinquency Causes, *Delinquency Prevention, *Delinquent Identification, *Delinquent Rehabilitation, Drug Abuse, *Federal Aid, *Federal Legislation, Juvenile Courts, Juvenile Gangs

Identifiers—General Subcommittee On Education, House Committee On Education And Labor

The purpose of the Juvenile Delinquency Prevention and Control Act is to provide Federal funds to assist the States and localities in improving their services dealing with the juvenile delinquency problem. This would apply to the juvenile justice and juvenile aid systems including courts, correctional facilities, police agencies, and other agencies handling juveniles. The Act provides for funding of juvenile services for the diagnosis, treatment, and rehabilitation of delinquents, and for the prevention of delinquency. It also provides for comprehensive planning, development of improved techniques, information services, and technical assistance in the field of juvenile delinquency. The Act provides Federal funds for the development of a comprehensive plan relating to State and local needs in the juvenile area. It also allows for grants to any public or non-profit private agency for the cost of planning any project or program to be funded under the provisions of Title I rehabilitation and prevention programs. In either case, the grant may not exceed 90 percent of the cost. The act authorizes 25 million dollars for fiscal 1969, 50 million dollars for fiscal 1970, and 75 million dollars for fiscal 1971. (JM)

ED 054 246 UD 011 722

Hearings Before the Select Committee on Nutrition and Human Needs of the United States Senate, Ninety-Second Congress, First Session, on Nutrition and Human Needs. Part 1—Review of the Results of the White House Conference on Food, Nutrition, and Health; Part 2—Kansas City, Kansas.

Congress of the U.S., Washington, D. C. Senate Select Committee on Nutrition and Human Needs.

Pub Date 71

Note—758p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (Part 1—\$2.25; Part 2—\$1.00)

EDRS Price MF-\$0.65 HC-\$26.32

Descriptors—*Administrative Problems, Community Health Services, Disadvantaged Youth, Economically Disadvantaged, Federal Legislation, Government (Administrative Body), *Health Needs, Health Programs, Hunger, *Lunch Programs, *Nutrition, Poverty Programs

Identifiers—*Senate Select Committee On Nutrition, White House Conference On Food Nutrition Health

Contents of Part One include, in addition to the testimony of the witnesses called, such

materials as: examples of citizen complaints, about the operation of school lunch programs; a report on the nutritional status of preschool Mexican-American farm children; a report on the Demonstration Migrant Nutrition Education Project, Edinburg, Texas; a review of studies of vitamin and mineral nutrition in the United States (1950-1968); White House Conference on Food, Nutrition and Health—Report of Followup Conference, Williamsburg, Va., February 5, 1971; Food and Nutrition Service; Part 210 Regulations, current as of Sept 4, 1970; soybean proteins for human diets; and, recipes using noninstant, nonfat dry milk. Contents of Part Two include, in addition to the testimony of witnesses called, such materials as: articles dealing with the hot lunch programs in Kansas City; elementary school enrollments and capacities, September 1968; summary of vital statistics, secondary schools, Kansas City, Kans.; matching requirements of the amended School Lunch Act; cafeteria food programs; trends developed in the cafeteria to reduce cost of production; items considered in compiling school meal expenses; and, a report on the fast production assembly lines producing convenience foods to serve 40,000 students in ghetto schools. (JM)

ED 054 247 UD 011 723

Diamond, Robert A., Ed. Allgood, Arlene, Ed.

Civil Rights: Progress Report, 1970

Congressional Quarterly, Washington, D. C.

Pub Date 71

Note—97p.

Available from—Congressional Quarterly, Inc., 1735 K. St., N.W., Washington, D.C. 20006 (\$4.00)

Document Not Available from EDRS.

Descriptors—*Administrative Policy, Bias, Black Power, *Civil Rights, *Civil Rights Legislation, Employment Practices, *Federal Government, Federal Programs, Government Employees, Labor Problems, Negro Leadership, Political Issues, School Integration, *Supreme Court Litigation, Violence

Contents of this comprehensive review of civil rights developments from 1968 to 1970 include: Introduction—civil rights 1970: progress continues, priority wanes; Legislative Background—20 years of civil rights; Commission Report—civil rights enforcement; a promise unfulfilled; Supreme Court Decision—key decision on busing, racial balance before court; Nixon Chronology—the Nixon Administration and civil rights: 1969-1970; Moynihan Memo—Nixon advisor calls for "benign neglect" of racial issue; Haynesworth-Carwell controversy—court nominees' defeat seen as civil rights victory; Legislative Chronology—Congress and civil rights: 1968-1970; Civil Rights Trends—black Americans: large in numbers, small in wealth; Education and Civil Rights—school desegregation: how far will the country go?; Minority Enterprise—Nixon "Black Capitalism" drive beset by turbulence; Labor and Civil Rights—labor-Negro coalition strained by demand for jobs; Militancy and Violence: racial violence: new trends since King's death; Politics 1970: Civil Rights an issue in selected election races; black Public Officials: Negro elected officials continue to grow in number; and, Report Excerpts—excerpts from the Commission on Civil Rights Report. (JM)

ED 054 248 24 UD 011 724

Palmer, James M.

Mississippi School Districts: Factors in the Disestablishment of Dual Systems. Final Report.

Mississippi State Univ., State College. Social Science Research Center.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No—BR-O-D-056

Pub Date Jun 71

Grant—OEG-4-7-0017

Note—139p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—County School Systems, Dejure Segregation, *Integration Effects, *Integration Methods, Integration Plans, Measurement Techniques, *Models, Racial Integration, Research Methodology, School Community Relationship, School Districts, *School Integration, Southern Schools, Statistical Analysis

Identifiers—*Mississippi

This research is basically a search for a model to explain why some districts achieved a higher

degree of desegregation than others in their efforts to disestablish the dual system. The population studied consists of all of the school districts in Mississippi, and the unit of analysis was the local school district. Three types of variables were conceptualized and measures developed: school, community, and desegregation. Desegregation was the focus of the study and therefore the dependent variable. However, no effort was made to determine cause and effect. The measures of the variables were drawn from both primary and secondary sources and were gathered on the 147 districts. Primary data were obtained from district superintendents by use of a questionnaire which contained 47 items. There was a 95 percent response rate. Secondary data were gathered mainly from publications by the State Department of Education, records of the Department of Health, Education and Welfare, and Publications of the U.S. Census Bureau. Field theory provided the theoretical framework through which the desegregation process was viewed in the school and the community. However, its use was limited in that the complexity of the subject and the lack of related studies make it difficult to utilize a general theory at the basic level of analysis demanded by the data at this stage in the research of the desegregation process. (Author/JM)

ED 054 249 UD 011 725

Rex, John

Race Relations in Sociological Theory.

Pub Date 70

Note—172

Available from—Schocken Books, Inc., 67 Park Avenue, New York, N.Y. 10016 (\$6.00)

Document Not Available from EDRS.

Descriptors—*Comparative Analysis, Cultural Factors, *Ethnic Groups, Models, *Political Power, Race Relations, *Racism, Social Differences, *Social Discrimination, Social Mobility, Social Structure, Sociology, Theories

This book seeks to develop sociological theory adequate to deal with the various uses to which racism has been put. How particular political orders apply "scientific" rationalizations, including race, to disguise their true origins in force, violence, and usurpation is demonstrated. Analysis of exploitative conditions starts with an objective situation of differentiation, inequality, and pluralism between groups, proceeds to the impulse to distinguish among groups, and then observes the rationalization of this discrimination in terms of some theory, frequently but not necessarily biological. The book provides a useful critique of prevalent theories of stratification, and concludes in a final theoretical chapter that there is a distant field of race relations studies. (Author/DM)

ED 054 250 UD 011 726

Rever, Philip F., Ed.

Open Admissions and Equal Access. ACT Monograph 4.

American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.

Pub Date Jan 71

Note—108p.

Available from—ACT Publications, Box 168, Iowa City, Iowa 52240 (\$3.00)

Document Not Available from EDRS.

Descriptors—Admission Criteria, *College Admission, Educational Finance, *Educational Improvement, *Educational Objectives, *Educational Quality, Equal Education, Higher Education, *Open Enrollment, Social Values

This document contains a number of papers commissioned by the American College Testing Program (ACT) and the American Association for Higher Education (AAHE), and published as a result of the interest and debate about open admissions policies. Part I concerns the question "Who should decide who goes to college?"; Part II, "Who should go to college?"; Part III, "Open admissions to what?"; and, Part IV, "Perspectives on open admissions." The volume does not represent a complete discussion of all issues surrounding open admissions, but is considered designed to stimulate further discussion and thought. (DM)

ED 054 251 UD 011 727

McKenney, Nampoo D. And Others

The Social and Economic Status of Negroes in the United States, 1970.

Bureau of Labor Statistics (DOL), Washington, D.C.; Bureau of the Census (DOC), Suitland, Md.

Report No.—BLSR-394

Pub Date Jul 71

Note—158p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (\$1.25)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Caucasians, Comparative Analysis, *Demography, Economic Progress, *Economic Status, *Educational Status Comparison, Income, *Negroes, *Social Characteristics, Statistical Data

This report was prepared jointly by the Bureau of the Census and the Bureau of Labor Statistics. It is one of a series about the social and economic conditions of Negroes in the United States, and brings together the statistics available for the period between 1960 and 1970. During the 1960's Negroes continued to make substantial economic and social gains and to consolidate advances made during the 1950's in health, education, employment, and income. Despite these gains, Negroes remain behind whites in most social and economic categories, but the differences continued to narrow even during the 1970 economic downturn. Data and analysis are presented in the specific areas of population and migration, income, education, employment, housing, the family, and voting and public office. (Author/DM)

ED 054 252 UD 011 728

Flax, Michael J.

Blacks and Whites: An Experiment in Racial Indicators.

Urban Inst., Washington, D.C.

Pub Date 71

Note—79p.

Available from—Publications Office, The Urban Institute, 2100 M Street, N.W., Washington, D.C. 20037 (\$1.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Caucasians, *Comparative Analysis, Data Analysis, *Demography, Economic Progress, *Economic Status, Educational Status Comparison, Income, Negroes, Racial Balance, Racial Differences, *Racial Distribution, Research Methodology, Social Characteristics, Statistical Data

This report deals with the question of racial equality, and attempts to present a balanced view of recent trends. The method of the report is to present indicator data for both blacks and whites over the period 1960 to 1968, relating to measurable social and economic matters. The data address such issues as: (1) comparisons of the levels of important indicators for blacks and whites; (2) comparisons of the rate of change in these indicators; and, (3) implications of both the levels and rates of change for equality and future change. Relatively few sets of racial indicators have been published, even though indicators in the economic field are widely accepted and used. This work is an experimental approach and part of a long term effort. (Author/DM)

ED 054 253 UD 011 729

Lunch Programs in the Nation's Schools.

Economic Research Service (DOA), Washington, D.C.

Report No.—AE-R-210

Pub Date Jun 71

Note—45p.

Available from—Superintendent of Documents, Govt. Printing Office, Washington, D.C. 20402 (Price not known)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Economic Disadvantage, *Federal Programs, *Financial Support, *Lunch Programs, Nutrition, *Program Effectiveness, School Involvement, Statistical Data, Student Enrollment, *Student Participation

This study of lunch services in public and private elementary and secondary schools is one of a group evaluating selected aspects of public food assistance programs. During a survey in March 1968, noontime food services were provided in about 75 percent of the nation's schools, serving about 80 percent of all pupils enrolled. Results of the survey indicate that the school lunch service has become an important adjunct to school operations. A new approach to determine eligibility for lunch service will increase participation and availability in lunch programs. A par-

ticular problem exists in persuading pupils to eat lunches where services are now available. (Author/DM)

ED 054 254 UD 011 731

Downs, Anthony

Who are the Urban Poor? Revised Edition, Urban Studies Series.

Committee for Economic Development, New York, N.Y.

Report No.—Suppl-Pap-26

Pub Date 70

Note—75p.

Available from—Committee for Economic Development, 477 Madison Ave., New York, N.Y. (\$1.50)

Document Not Available from EDRS.

Descriptors—*Demography, Economic Development, *Economic Disadvantage, *Economic Research, Family Characteristics, Institutional Role, Policy Formation, Poverty Research, *Social Characteristics, *Urban Areas

This paper stems from the renewed interest of the Committee for Economic Development (CED) in problems of urban poverty along with a desire to know more about the dimensions of poverty—who the poverty-stricken are, where they are located, how many they are, and why they are poor. The author illuminates and clarifies these questions through assembled data. The concept used in this paper rest on a food-based budget of the Social Security Administration, which results in a conservative definition of poverty. While this is not a paper on policy, it does lay bare a number of policy issues: training and jobs, welfare, institutional perpetuation of poverty, concentration of the poor, and health. (Author/DM)

ED 054 255 UD 011 733

Bergman, Joel

Alternatives to the Non-Gilded Ghetto: Notes on Different Goals and Strategies.

Urban Inst., Washington, D.C.

Pub Date Feb 71

Note—25p.

Available from—Publications Office, The Urban Institute, 2100 M Street, N.W., Washington, D.C. 20037 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Black Community, Black Power, City Problems, *Community Control, Decision Making, *Depressed Areas (Geographic), *Economic Development, Economic Disadvantage, Government Role, Institutional Role, Models, *Political Attitudes, Political Power, Social Change

This paper is an overview of different goals and strategies relevant to the economic development of poor minority groups in the United States. The logical structures of world views, goals, and the resultant strategic choices which underlie various programs are described. In subsequent sections, issues of strategy and tactics are further analyzed. The paper contains no new data or other information, but rather is an attempt to develop a framework within which both research and action on minority economic development can be done more effectively. (Author)

ED 054 256 UD 011 734

Schweitzer, Stuart O.

Education and Labor Force Participation of the Poor.

Urban Inst., Washington, D.C.

Pub Date Jun 70

Note—17p.

Available from—Publications Office, The Urban Institute, 2100 M Street, N.W., Washington, D.C. 20037 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Depressed Areas (Geographic), *Economic Disadvantage, Employment Level, *Labor Force, *Labor Market, *Poverty Research, Racial Differences, Sex Differences, Unemployment, Urban Areas

Studies have shown that participation in the labor force is related to race. 1960 Census data from 193 poor census tracts in Detroit and Chicago show that educational attainment of the urban poor is even more significant than race in determining (1) the level of participation in the work force, and (2) the sensitivity of this participation to rises and falls in the local unemployment rate. High school dropouts are more likely

than high school graduates to be discouraged from seeking work when unemployment is high, and they are slower to seek work when employment is rising. (Author/DM)

ED 054 257 UD 011 735

Young, Dennis Nokkeo, Suthirat Supaporn

Response of State Government to an Urban Problem: The School Lunch Program in New Jersey.

Urban Inst., Washington, D.C.

Spons Agency—Ford Foundation, New York, N.Y.

Report No.—UI-705-61

Pub Date Jun 70

Note—43p.

Available from—Publications Office, The Urban Institute, 2100 M St., N.W., Washington, D.C. 20037 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Organization, City Government, *City Problems, Disadvantaged Youth, Federal Aid, Federal State Relationship, Financial Problems, *Government Role, Low Income, *Lunch Programs, Poverty Programs, Program Improvement, Resource Allocations, *State Government

Identifiers—*New Jersey

The failure of State governments to use their unique place in the Federal structure for the relief of urban areas is illustrated by the school lunch program in New Jersey. The cities have a higher share of needy students and yet do not receive a greater share of program funds than the suburbs. The lunch gap—i.e., the number of low income students less the number of subsidized lunches served per day—is borne primarily by the cities—with the exception of the Atlantic City area. However, the State has several options in the allocation of school lunch program resources. But the State administration of fiscal controls is designed neither to produce the most meals for the needy nor to resolve the financial difficulties of urban school meal programs. In developing new policies for using the State controls more effectively, the "efficiency" objective to maximize the number of meals served to needy children for a given amount of Federal and State program funds must be balanced against the "equality" objective to compensate poor urban districts in accordance with their more pressing needs. The State government is in a strategic position to deal with the problems that fall particularly hard on the cities, by supplying needed fiscal resources, delivering needed services, and restructuring the organizational framework through which localities do business. (Author/JM)

ED 054 258 UD 011 736

Young, Dennis

Analysis of the National School Lunch Program and Child Nutrition Needs.

Urban Inst., Washington, D.C.

Spons Agency—Ford Foundation, New York, N.Y.

Report No.—UI-705-51

Pub Date Mar 71

Note—39p.

Available from—Publications Office, Urban Inst., 2100 M Street, N.W., Washington, D.C. 20037 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Policy, *Childhood Needs, Cost Effectiveness, Disadvantaged Youth, Federal Programs, Financial Policy, Low Income, Lunch Programs, *Nutrition, *Program Evaluation, Program Improvement, *Resource Allocations, School Involvement, Systems Analysis

Identifiers—*National School Lunch Program

A number of criticisms of the National School Lunch Program are substantiated by a structural analysis within the general context of national child nutrition needs. The National School Lunch Program has been criticized principally on the ground of inadequate coverage of child nutrition needs, particularly for poor children. For the year 1968, access to the school lunch program was available in 71,983 out of approximately 119,000 schools. However, only approximately 18.5 out of approximately 55.8 million children, aged five to 18, participated in the program. Thus, the program actually reached only about 33 percent of the nation's school age children. Only 2,409,680 out of 8,579,392 poor school-age children were served. The program does not favor the requirements of the needy. However, for the 1968 level

of government appropriations to the school meal programs, more unmet child nutrition needs could be filled by, at the least, guaranteeing a free meal to all poverty children and raising prices for non-poverty children in schools that currently have a meal program. (Author/JM)

ED 054 259 UD 011 737

Wholey, Joseph S. And Others
Title I Evaluation and Technical Assistance: Assessment and Prospects.

Urban Inst., Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Feb 71

Note—151p.

Available from—Publications Office, The Urban Institute, 2100 M Street, N.W., Washington, D.C. 20037 (\$3.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Compensatory Education Programs, Cost Effectiveness, Elementary Education, Evaluation Methods, Federal Aid, Federal Programs, Federal State Relationship, Measurement Techniques, *Program Development, *Program Evaluation, Secondary Education, State Departments of Education, *Technical Assistance

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I Programs

This report is the result of a seven-month Urban Institute analysis of ESEA Title I evaluation and technical assistance problems and prospects. The focus of the study was on improvement of Federal and State evaluation and technical assistance related to education of disadvantaged children. During the study, site visits were made to five representative State Departments of Education. Chapter 1 is an overview of the major findings, conclusions, and recommendations of this report. The next three chapters are concerned with evaluation of education programs for disadvantaged children. Chapter 2 is a discussion of Federal Title I evaluation: priorities, present status, next steps. Chapter 3 focuses on State evaluation, and Chapter 4, on local evaluation. Chapter 5 examines the implication of existing methodology for evaluation of the Title I program and discusses requirements for further instrument development. Chapter 6 provides an overview of technical assistance for programs for disadvantaged children; Chapter 7, Federal technical assistance; Chapter 8, State technical assistance efforts; and, Chapter 9, the local role in technical assistance to education programs for disadvantaged children. (Author/JM)

ED 054 260 UD 011 738

Meyer, Merle E., Ed. Hite, F. Herbert, Ed.
"The Application of Learning Principles to Classroom Instruction."

Western Washington State Coll., Bellingham.

Pub Date 71

Note—95p.; First Annual Symposium on Learning, Western Washington State College, Bellingham, October 1969

Available from—Western Washington State College, Bellingham, Wash. (\$5.00)

Document Not Available from EDRS.

Descriptors—Conferences, *Educational Principles, Educational Technology, *Instruction, *Learning, Learning Theories, Research, *Symposia

This collection of research reports was first introduced at the 1969 Western Washington State College Symposium on Learning. The main theme of the symposium was the application of learning principles to the classroom. Among the topics included are contingency management, educational technology, the contribution of psychology to education, curriculum reform, expanding the domain of learning, and the social psychology of learning. (JW)

ED 054 261 UD 011 739

Van Loon, Eric E., Ed.
School Desegregation, 1971. Inequality in Education, Number Nine.

Harvard Univ., Cambridge, Mass. Center for Law and Education.

Pub Date 3 Aug 71

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bilingual Schools, Classroom Integration, *Court Litigation, Integration Litigation, *Race Relations, Racial Integration, Racial Segregation, *School Integration, School Segregation, Southern Schools, *Special Zoning

Identifiers—*Swann vs Charlotte Mecklenburg Board Of Education

In this journal are collected articles on school desegregation in 1971. J. Stanley Pottinger, Head of HEW's Title VI compliance section, offers the government's position in an essay entitled, "HEW Enforcement of Swann." On the other hand, Cynthia Brown, attorney at the Washington Research Project, takes a more skeptical view of Nixon's policy towards desegregation. The abuses within "integrated schools" in Mississippi are examined by Rims Barber in "Swann Song From the Delta". Other articles are "Segregation, Northern Style" by Paul R. Dimond; "The Sociology of Multiracial Schools" by Robert L. Green, and others; and, "Chicano Education: In Swann's Way?" by Alan Exelrod. (Author/JW)

ED 054 262 UD 011 747

Dishart, Martin

An Evaluation of the 1970 Summer Enrichment Programs of the Public Schools of the District of Columbia.

District of Columbia Public Schools, Washington, D.C.

Pub Date Nov 70

Note—191p.; Prepared by the Division of Planning, Research and Evaluation

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academic Achievement, *Disadvantaged Youth, *Negro Students, *Program Evaluation, Recreational Programs, Resident Camp Programs, Science Programs, Special Programs, *Summer Programs, Summer Schools, Youth Programs

Identifiers—District of Columbia Public Schools

This report evaluates the 1970 Summer Enrichment Programs for the Public Schools of the District of Columbia. There were 35 programs with a very wide range of purposes, involving 21,555 students. These much needed programs for student achievement and enrichment could only have taken place during the summer. A few were exemplary programs, but some of the programs also had weaknesses. By and large, the programs were essentially good, but had room for improvement. The report itself is in three sections. There is a short but important introduction in Part One comprised of evaluation considerations and finances. Each program is described and evaluated in detail in Part Two. There is an overview, evaluations of all the programs, and summarized recommendations in Part Three. (Author/JW)

ED 054 263 UD 011 748

Richards, Catharine V.

Camping Opportunities for Disadvantaged Youth: A Planning and Coordinating Guide.

Office of Child Development (DHEW), Washington, D.C.; President's Council on Youth Opportunity, Washington, D.C.

Pub Date 71

Note—84p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.75)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Camp Counselors, *Camping, *Disadvantaged Youth, Outdoor Education, Recreation, Recreational Activities, Recruitment, *Resident Camp Programs, *Summer Programs, Youth Employment, Youth Programs

Identifiers—Presidents Council On Youth Opportunity

Although camps have made opportunities increasingly available to youth of poverty areas, little was reported about how successful their programs were. In addition, there persisted an uneasiness that the numbers of children and youth of poverty areas included in camping programs were not proportionate to the need. Local and national studies were undertaken to survey the camping scene and to report findings of camping opportunity projects. This guide to community planning, organizing and coordinating of camping opportunities for disadvantaged youth is based on data from many such sources, principally the National Camping Survey for Disadvantaged Youth completed in January 1969 under the direction of the Center for Research in Outdoor Recreation of Indiana University. This unpublished survey involved the Battelle Memorial Institute, the American Camping Association, Inc., and the National Recreation and Park Association in a detailed study of eight selected camps. Generalizations are drawn from the ex-

periences of these camps and others. By following the general plan of action outlined herein for youth coordinators, any local officials may tap their community resources to provide year-round camping opportunities for young people disadvantaged by poverty. In communities where there are no youth coordinators, leadership may be provided by an existing community organization or a special committee appointed by the Mayor. Appended in the manual are lists of Federal, state, and university officials who might be able to provide some assistance. (Author/JW)

ED 054 264 UD 011 749

1970 External Summer Youth Opportunity Campaign.

Federal Highway Administration (Dept. of Transportation), Washington, D.C.

Pub Date 71

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Disadvantaged Youth, *Employment Opportunities, Equal Opportunities (Jobs), Job Development, Job Training, Minority Groups, *Summer Programs, Youth Employment, *Youth Opportunities, Youth Programs

Identifiers—Federal Highway Administration

The Federal Highway Administration exceeded its goal of 50,000 jobs in its 1970 External Summer Youth Opportunity Campaign by providing 57,646 jobs. Of the jobs available, a large majority were filled by disadvantaged youth. Various Federal and private agencies were involved in making the program work. This pamphlet describes the national youth program and highlights its accomplishments. At the end, it is concluded that the program was an apparent success from the standpoint of exceeding the goal for the number of youths hired and the number of disadvantaged youths hired. In addition, several unique approaches have been tried this year to increase the opportunity of meaningful employment and to provide a better future for the disadvantaged and minority groups. (Author/JW)

ED 054 265 UD 011 750

Project Concern in Cheshire. A Preliminary Report, January 1970.

Cheshire Public Schools, Conn.

Pub Date Jan 70

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Bus Transportation, *Disadvantaged Youth, Educational Environment, *Integration Effects, Minority Group Children, Racial Integration, *School Integration, Self Concept

Identifiers—Cheshire, Connecticut, *Project Concern

Cheshire, Connecticut, is currently conducting a longitudinal study of the effectiveness of Project Concern, in which children from the urban ghettos of New Haven are transported daily by bus to area suburban towns. The subjects in this study are 25 minority group children who are presently enrolled in the Cheshire schools for the second year. The influence of the Cheshire educational environment is being assessed by academic progress (The California Achievement Test, grades); attitudes toward school, peers, and self; self-image; and, attendance records. The preliminary results show a positive trend. (Author/JW)

ED 054 266 UD 011 751

Harris, Jasper W.

Effects of Systematic Reinforcement Procedures on the Performance of Underachieving High School Pupils.

Pub Date [70]

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Behavior Change, Classroom Research, *Disadvantaged Youth, High School Students, Low Achievers, Motivation, *Reinforcement, *Teaching Techniques, *Underachievers

Identifiers—Kansas, Kansas City

The research of this study is directed toward finding ways to change behaviors that interfere with education for disadvantaged children. Accordingly, some pilot research was done in a disadvantaged senior high school in Kansas City, Kansas, in 1969. During the subsequent two-year investigation, the researchers were able to

develop an experimental academic reinforcement program in an English class. The implications of the research are held significant in guiding future research efforts. Perhaps the most important implication is that the primary problem of poverty area students may not be one of motivation, but rather one related to teaching procedures. (Author/JW)

ED 054 267

UD 011 752

Ross, Harvey L.

A Study of Successful Persons From Seriously Disadvantaged Backgrounds. Final Report. Manpower Administration (DOL), Washington, D.C. Office of Special Manpower Programs.

Pub Date 31 Mar 70

Note—138p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Achievement, Aspiration, Behavior,

*Disadvantaged Groups, *Disadvantaged Youth, Environmental Influences, Failure Factors, Family Attitudes, Family Environment, Goal Orientation, Identification (Psychological), *Mexican Americans, Negro Culture, *Negroes, Self Actualization, Self Concept, Spanish Culture, *Success Factors, Values

In this study, the attempt is made to isolate the factors that make individuals from disadvantaged backgrounds become successful. From data collected in interviews, the study concludes that "successful" and "unsuccessful" subjects differ in their memory of school life, self-esteem, loyalty to family, etc. The findings are summarized separately for each of four groups: Mexican-American A(successful), Mexican-American B(unsuccessful), Black A(successful), Black B(unsuccessful)—under the following headings: family background, peer associations, education, legal problems, work experiences, current family relationships, goals and values, aspirations, and self-image. Sharp attitudinal differences were found between the groups concerning street life, goals, and aspirations. (Author/CB)

ED 054 268

UD 011 754

Hill, Mary Lamb, Ed. McFarland, Helen Karr, Ed.

Home Management for Low-Income Families: Ninth and Tenth Grade Level.

Illinois State Univ., Normal.

Spons Agency—Illinois State Board of Vocational Education and Rehabilitation, Springfield. Vocational and Technical Education Div.

Pub Date May 71

Note—57p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Disadvantaged Youth, Family Life Education, High School Curriculum, High School Students, *Home Economics, *Home Economics Teachers, Homemaking Skills, *Home Management, *Lower Class Students, Low Income

This manual is intended to be of practical use to home economics teachers, especially those who have low-income students in their classes. It contains lesson plans, teaching techniques, and teaching aids. While most of the activities are designed to be used in the classroom, there are a number which require students to work outside the classroom. Part I is addressed to the teacher; the materials are selected to better acquaint the teacher with the characteristics, needs, and challenges of the student from the low-income family. Parts II, III, and IV contain many suggestions for class activities, including management, basic resources, and management principles. (Author/JW)

ED 054 269

UD 011 762

Mills, Nicolaus

Schools and the Disadvantaged: A Study in Political Strategy. ERIC-IRCD Urban Disadvantaged Series, Number 24.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 71

Contract—OEC-0-9-420088-2327(519)

Note—53p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Action, *Community Control, Disadvantaged Groups, *Disadvantaged Youth, Minority Groups, *Political Issues, Political Power, Power Structure, Public Education, Public School Systems, Racial Integration, *School Integration, *Urban Education

This essay focuses on the politics of public education for the disadvantaged. Specifically, an attempt is made to describe the conditions under which the disadvantaged have sought to change the public schools by adopting one of two political strategies—integration or community control. The discussion of the first strategy, integration, includes an analysis of the chaos of large urban school systems, the specialized high school, and integration of small groups of disadvantaged children. The discussion of community control includes topics such as local resistance to integrated schooling, tracking, federal failure to enforce integrated schooling, and teacher accountability. It is held that although community control is no panacea for all the problems of public education, it is a very promising possibility. (Author/JW)

ED 054 270

UD 011 763

Parent Involvement in School Programs.

Bibliographies in Education, Number 18.

Canadian Teachers' Federation, Ottawa (Ontario). Research Div.

Pub Date Feb 71

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, *Educational Programs, Family School Relationship, Lower Class Parents, Middle Class Parents, Mothers, Parental Background, Parental Grievances, Parent Attitudes, *Parent Child Relationship, Parent Influence, *Parent Participation, Parent Teacher Conferences, *Parent Teacher Cooperation

This bibliography of publications concerning parent involvement in school programs, prepared by the Canadian Teachers' Federation, is organized in three sections: (1) books; (2) articles; and, (3) theses. Abstracts of material with an "ED" number may be found in "Research in Education." If marked "Available ERIC," hard copy or microfiche copies may be purchased through the Education Document Reproduction Service of the ERIC system. Sources consulted in preparing this bibliography include "Canadiana" (National Library), the "Cumulative Book Index" (CCRE), the "Current Index to Journals in Education" (CCIM), the "Directory of Education Studies in Canada" (CEA), the "Education Index" (Wilson's), "Education Studies Completed in Canadian Universities" (CEA), "Research in Education" (ERIC), and Research Studies in "Education" (Phi Delta Kappa). The period covered is approximately five years through 1970. The following information is provided for each publication listed: title, author, editor, or compiler; organizational affiliation; availability; number of pages; and, date of publication. (JM)

ED 054 271

UD 011 764

A Report on the Third Year of Title I Elementary and Secondary Education Act of 1965. Statistical Report, Fiscal Year 1968.

Office of Education (DHEW), Washington, D.C.

Report No.—OE-37021-68

Pub Date Aug 69

Note—58p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annual Reports, Budgeting, *Compensatory Education Programs, Disadvantaged Youth, Elementary School Students, Federal Programs, Personnel Data, Program Costs, *Program Descriptions, Reports, Secondary School Students, Statistical Data, *Statistical Surveys, Student Characteristics, Summer Programs, Tables (Data)

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I Programs

The third annual statistical report on programs funded under Title I of the 1965 Elementary and Secondary Education Act, summarizes in facts and figures activities during fiscal year 1968. This statistical report, based on accounts by State school superintendents across the nation, describes the ethnic and racial characteristics of the participating children and presents data on dropouts and on students who continued their education. It describes in detail the staff involved in Title I programs—the regular teachers, the parents, the student volunteers—and the types of training they received. Expenditures are also reported with breakdowns according to instructional and service activities. Of a sample of 462 local education agencies, 458 responded to a questionnaire designed by the Office of Education. The data were then interpreted and refined

to provide national estimates. The survey instrument from which these statistics are drawn was organized in three parts: (1) general information; (2) regular school term; activities taking place from fall to spring; and, (3) summer school program—activities taking place in the summer of 1968 only. The data is presented in tabular form, with detailed accompanying test, technical notes, and a transcript of the questionnaire. (Author/JM)

ED 054 272

UD 011 765

Deutsch, Cynthia P. Schumer, Florence

A Study of Familial, Background, and Cognitive Style Characteristics of Relatively Successful and Unsuccessful Learners (Determined Longitudinally) in a Harlem Enrichment Program. Final Report for Research Period September 1st, 1969 to August 31st, 1970.

New York Univ., N.Y. Inst. for Developmental Studies.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date 31 Aug 70

Note—318p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Academic Achievement, *Achievement Gains, *Compensatory Education Programs, Economically Disadvantaged, Elementary School Students, *Family Characteristics, Family Environment, Negro Students, Parent Child Relationship, *Participant Characteristics, Socioeconomic Status

Identifiers—Illinois Test of Psycholinguistic Ability, Missouri Childrens Picture Series Scale, *New York City

During the two years of research reported here, an attempt was made to differentiate those participants—all fourth graders—in an enriched educational program for disadvantaged ghetto children in several Harlem public schools who were thought to profit from a compensatory program, from those who did not. The guiding hypothesis is that the styles and modes of information exchange and communication developed by a family provide behavior norms and perspectives that become internalized by its school-going members. During the first year, a complex family interview technique was developed and used; during the second year it was cross-validated. Also, the second year population was tested with the Missouri Childrens Picture Series Scale and the Illinois Test of Psycholinguistic Ability: additional steps were designed to find out more about the variables associated with "high" or "low" achievement. In brief, more differentiated, smaller, knowledgeable, and stable families, in terms of more conforming and less aggressive children, stable eating arrangements, even mother's wish to work around the house without being interrupted, are associated with higher level cognitive and communicational ratings. [Parts of this document will not be sharply legible due to the quality of the typeface of the original.] (Author/JM)

ED 054 273

UD 011 766

Equal Educational Opportunity: Hearings Before the Select Committee on Equal Educational Opportunity of the United States Senate, Ninety-First Congress, Second Session on Equal Educational Opportunity. Parts 3E, 4, 5, 6, 7, and 8. Congress of the U.S., Washington, D.C. Senate Select Committee on Equal Educational Opportunity.

Pub Date 71

Note—1789p.; Hearings held Sept 24, 1970 to Nov 25, 1970, Washington, D.C.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Pt. 3E, \$0.75; Pt. 4, \$1.00; Pt. 5, \$1.75; Pt. 6, \$1.25; Pt. 7, \$1.25; Pt. 8, \$1.25)

Document Not Available from EDRS.

Descriptors—Dejure Segregation, Educational Legislation, *Educational Resources, *Equal Education, Government Role, Housing Discrimination, Mexican Americans, Minority Groups, Puerto Ricans, Racial Balance, Resource Allocations, *School Integration, *Spanish Speaking, *Urban Schools

The hearings before the Senate Select Committee on Equal Educational Opportunity concerning "Desegregation under the law" conclude with Part 3E, which features a discussion of the Preyer-Spong Bill. Part 4 is concerned with "Mexican American education." Presentations focus on the issues of educational resources allo-

cation, including the distribution of ESEA Title I funds; and the activism among Mexican-American students and parents, including school boycotts. Part 5, "De facto segregation and housing discrimination," presents evidence paralleling the housing situations in the Mexican American, Puerto Rican, and Latino communities, and relating educational opportunity to residential patterns. Part 6, "Racial imbalance in urban schools," records statements on the urban school crisis and comprehensive planning to deal with it; and also on the problems of implementing school desegregation. Part 7 presents expert testimony and evidence on "Inequality of educational resources." Statements center on the impact of adequate versus inadequate financial support for education, and relevant public attitudes. Part 8 focuses on the problems of "Equal educational opportunity for Puerto Rican children." The public education system of Puerto Rico is contrasted with the urban schools serving mainland Puerto Rican students. For related documents, see ED 045 795, UD 011 767, and UD 011 789. (JM)

ED 054 274 UD 011 767

Equal Educational Opportunity: Hearings Before the Select Committee on Equal Educational Opportunity of the United States Senate, Ninety-Second Congress First Session on Equal Educational Opportunity. Parts 9A and 9B.

Congress of the U.S., Washington, D.C. Senate Select Committee on Equal Educational Opportunity.

Pub Date 71

Note—951p.; Hearings held Mar 3-6, 1971, San Francisco, Calif.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Pt. 9A, \$2.25; Pt. B, \$1.50)

Document Not Available from EDRS.

Descriptors—Black Community, Bus Transportation, *Chinese Americans, Economically Disadvantaged, Educationally Disadvantaged, Educational Resources, *Equal Education, High Schools, *Integration Effects, Integration Litigation, Integration Methods, Racial Balance, School Community Relationship, *School Integration

Identifiers—*California

These hearings before the Senate Select Committee on Equal Educational Opportunity focusing on "San Francisco and Berkeley, California" are organized in two parts. The contents of Part 9A include all of the statements by educational administrators, teachers, and students; as well as by representatives of involved minority communities and local government officials. Evidence is presented regarding the racial distribution of students in the Berkeley Unified School District, the Riverside Integration study, and the role of the black community in school integration. Part 9B is an "Appendix," which includes articles contributed by the Institute on Desegregation Problems, various private persons, the Berkeley Unified School District, the Riverside Unified School District, the Sacramento Unified School District, the San Francisco Unified School District, and the Sequoia Union High School District; these articles focus on such issues as: educational finance; school integration and busing; legislation proposals for the 1971 session of the California Legislature; group test results of intelligence and academic achievement; litigation regarding non-English-speaking students in San Francisco; the experience of teachers with school desegregation; and, the attitudes of parents and students toward integration. For related documents, see ED 045 795, UD 011 767, and UD 011 789. (JM)

ED 054 275 UD 011 768

Zirkel, Perry Alan. Greene, John F. The Academic Achievement of Spanish-Speaking First Graders in Connecticut.

Connecticut State Dept. of Education, Hartford. Bureau of Compensatory and Community Educational Services.

Pub Date Apr 71

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Achievement Tests, *Bilingual Students, Educational Diagnosis, Educational Opportunities, *Elementary School Students, Equal Education, Language Research, Nonverbal Ability, Puerto Ricans, *Spanish Speaking, *Testing Problems, Verbal Ability

Identifiers—Coleman Report, Connecticut, Interamerican Test Of General Ability

The Spanish-speaking school population in the Northeast has grown significantly in size, but not in success in recent years. The Coleman Report revealed widespread and sustained inequality of educational opportunity for Puerto Ricans. However, the limited amount of other research on Puerto Rican students indicates that the problem lies in the schools rather than in the students. That is, the deficiencies that Puerto Rican children show in verbal ability and academic achievement might not exist if initial instruction and testing were in Spanish, the children's native language. This study sought to demonstrate this using a population of 217 first-grade Spanish-speaking children in Connecticut. The Interamerican Test of General Ability, Level I, was administered by the same male bilingual examiner first in Spanish and then in English. The Puerto Rican first graders scored significantly lower on the English forms than all ethnic groups, including Puerto Rican, in Coleman's study on the subtest of verbal ability; however, on the nonverbal ability subtest, the Puerto Rican first graders in this study scored significantly higher than all ethnic groups in the Coleman study. The subjects of the study scored significantly higher on the Spanish form than on the English form. (Author/JM)

ED 054 276 UD 011 769

Emergency School Assistance Program: Background and Evaluations.

Congress of the U.S., Washington, D.C. Senate Select Committee on Equal Educational Opportunity.

Pub Date Apr 71

Note—283p.; Committee Print, Senate Select Committee on Equal Educational Opportunity, 92nd Congress, 1st Session

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Civil Rights Legislation, Educational Finance, *Educational Legislation, Educational Opportunities, Emergency Programs, *Equal Education, *Federal Aid, Federal Programs, Program Administration, Program Evaluation, Project Applications, School Funds, *School Integration, School Support

Identifiers—*Emergency School Assistance Program

This compendium of materials concerning the Emergency School Assistance Program, prepared by the Senate Select Committee on Equal Educational Opportunity, contains the following: (1) An evaluation prepared by the American Friends Service Committee, et. al, Nov. 1970; (2) Department of Health, Education and Welfare report on the program, Feb. 1971; (3) Select Committee staff study of program administration, Jan. 1971; (4) Report to the Select Committee on the need to improve policies and procedures for approving grants under the program, by the Comptroller General, March 5, 1971; and, (5) Text of P.L. 91-380, The Emergency School Assistance Appropriation, and related statements before Congress. In addition, regulations, guidelines, and instructions of D.H.E.W. are listed as follows: (a) program regulations; (b) application for emergency school assistance; (c) instructions for submitting project proposals; (d) general terms and conditions; (e) handbook for public and private nonprofit organizations; and, (f) instructions for completing application for special community projects. (JM)

ED 054 277 UD 011 785

Price, Daniel O. Changing Characteristics of the Negro Population. A 1960 Census Monograph.

Bureau of the Census (DOC), Suitland, Md.

Pub Date 69

Note—263p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$2.75)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Career Change, *Census Figures, Demography, *Employment Patterns, Geographic Distribution, Marital Status, *Negro Employment, *Negroes, Population Distribution, *Population Trends, Racial Distribution, Rural Population, Urban Population

The purpose of this monograph is to examine the major changes that have taken place in the Negro population as they are reflected in census data since 1870. The 1960 Census of Population provides the most recent data used except in

Chapter VII where data for 1965 were available. The distribution of the Negro population since 1870 by regions and by urban and rural areas is covered in Chapter I; Chapter II deals with the net migration of the Negro and white populations by urban and rural areas since the 1910 census. The changing employment patterns of Negroes by major occupational groups since 1920 are considered in Chapter III. Changes in eleven major occupational groups are examined by regions in Chapter IV for the periods 1940 to 1950, and 1950 to 1960. The index developed in Chapter IV is used in Chapter V to examine the gains or losses of Negro employment in detailed occupations at the national level during the two periods covered. Chapter VI deals with changes in the educational level of Negroes and whites. Changes in the marital status of the Negro population and family composition are covered in Chapter VII. The numerous demographic changes over the years are described and analyzed in detail using data in the form of charts and graphs. (Author/JW)

ED 054 278 UD 011 786

Charns, Vernon Butts, Bobby. The Family Education Project, Brooklyn, New York. The Urban Community College Project Series, Number 3.

State Univ. of New York, Brooklyn. Urban Center.

Spons Agency—American Association of Junior Colleges, Washington, D.C.; Office of Economic Opportunity, Washington, D.C.

Pub Date May 71

Note—65p.

Available from—Office of Publications, American Association of Junior Colleges, 1 Dupont Circle, Washington, D.C. 20036 (\$1.50)

EDRS Price MF-\$0.55 HC-\$3.29

Descriptors—Adult Education, Black Community, *Disadvantaged Youth, Educational Programs, Family Involvement, Family Problems, *Family Programs, Family Projects, *Negroes, Program Evaluation, *Self Concept

Identifiers—Brooklyn, New York, *Project Family Education

The Family Education Project in Brooklyn was designed to involve selected volunteer families of children enrolled in Head Start. The original proposal foresaw a project of three years' duration, with three separate groups of families participating, so that comparative measurements could be taken on the children in each cycle, as well as on the other family members. However, the project was never renewed and only lasted a year. The core of the program itself consisted of courses for the adults and a variety of educational activities for all members of the families. In this evaluation report, various aspects of the program are described and analyzed: the problem areas, the staff, the budget, etc. Some of the conclusions of the report are: (1) public assistance families are interested in and will participate successfully in an educational skills program leading to gainful employment and can thereby become fully self-sustaining; (2) parents will surmount formidable obstacles to participate in an education program which they are convinced has value for them; and, (3) self-awareness, confidence, appearance, and family relationships are improved. (Author/JW)

ED 054 279 UD 011 787

Jones, Reginald L. Labels and Stigma in Special Education.

Pub Date [May 71]

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Culturally Disadvantaged, Disadvantaged Youth, Low Achievers, *Mental Retardation, *Self Concept, Self Esteem, Special Classes, *Special Education, Special Education Teachers, Student Attitudes, Teacher Attitudes

Two notions about the delivery of services to disadvantaged, deprived, and mildly retarded children were advanced: (1) that insufficient attention has been given to the fact that certain special education labels imply deficiencies and shortcomings in children, and (2) that no systematic inquiry has been made of children's perceptions of the labels and services offered them. Analyses of data from several studies involving more than 10,000 public school students, graduates, and dropouts, college students, prospective and inservice teachers, and counselors revealed that: (1) children reject the labels culturally disadvantaged

and culturally deprived as descriptive of themselves; (2) acceptance of such labels was associated with lowered school attitudes; (3) teachers held lowered expectations for performance of the deprived and disadvantaged child; (4) educable mental retardates report (and teachers confirm) stigma associated with special class placement; and, (5) few strategies for the management of stigma in classes for the educable mentally retarded have been developed by teachers. (Author)

ED 054 280 UD 011 789

Hearings Before the Select Committee on Equal Educational Opportunity of the United States Senate, Ninety-Second Congress, First Session on Equal Educational Opportunity. Part 10—Displacement and Present Status of Black School Principals in Desegregated School Districts.

Congress of the U.S., Washington, D.C. Senate Select Committee on Equal Educational Opportunity.

Pub Date Jun 71

Note—494p.; Hearings held Washington, D.C., Jun 14, 1971

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.75)

Document Not Available from EDRS.

Descriptors—Administrator Selection, Black Community, *Equal Opportunities (Jobs), Integration Effects, Integration Litigation, *Negro Employment, Negro Leadership, *Principals, Racial Balance, Racial Discrimination, *School Integration

Identifiers—*Select Committee On Equal Educational Opportunity

These transcripts of the Senate Select Committee on Equal Educational Opportunity include testimony by Dr. Owen Kiernan, Dr. Benjamin Epstein, J. F. Banks, Dr. Bettie M. Smith, Dr. Albert Baxter, Thomas Wm. George, and Samuel B. Ethridge. The main topic of the Senate hearing was the displacement and present status of black school principals in desegregated school districts. In some school districts, black school administrators are held to have been losing their positions and the racial balance of the administrators has tipped in favor of whites. The appendices of the Committee report include letters about administration action, newspaper articles and press releases, statements of instances of discrimination, recent pertinent litigation, and reports on various states throughout the nation. (Author/JW)

ED 054 281 UD 011 790

Coard, Bernard

How the West Indian Child is Made Educationally Subnormal in the British School System: The Scandal of the Black Child in Schools in Britain.

Pub Date 71

Note—51p.

Available from—New Beacon Books, Ltd., 2 Albert Road, London N4, England (\$0.90)

Document Not Available from EDRS.

Descriptors—Cultural Factors, *Disadvantaged Youth, *Immigrants, Intelligence Tests, *Low Achievers, *Negro Students, Self Concept, Student Attitudes, Teacher Attitudes

Identifiers—Great Britain, *West Indian Children

In this book, the fate of West Indian children in British schools is attributed to their placement in schools for the "educationally subnormal." It is argued that the cultural bias is inherent in the IQ tests that are used to sort children into one part of the school system or another. This book is written for the West Indian community in Britain, with the hope that the community will begin to organize to alter the situation. Several recommendations are given for helping the West Indian child—actions that the British school system and the parents themselves can quite realistically bring about. (Author/JW)

ED 054 282 UD 011 791

Williams, E. Belvin

Testing of the Disadvantaged: New Opportunities.

Pub Date Sep 71

Note—18p.; Paper presented at the American Psychological Association Convention, Washington, D.C., September 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement Tests, Admission Criteria, *Disadvantaged Youth, Educational Discrimination, Employment Problems, Intel-

ligence Tests, Minority Groups, *Test Bias, *Testing, *Testing Problems

This essay discusses testing of the disadvantaged and the possibilities for new approaches to the problem. The black community's resistance to testing and the legal implications of employment and educational discrimination which results from testing are discussed. The objections to testing the disadvantaged are reviewed. At the end, it is hoped that other criteria than test scores will be used for university admission and employment. (Author/JW)

ED 054 283 UD 011 796

Title I, Elementary and Secondary Education Act in Rhode Island. Fifth Annual Evaluation/Fiscal Year 1969-70.

Rhode Island State Agency for Elementary and Secondary Education, Providence.

Pub Date Dec 70

Note—173p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academic Achievement, Community Involvement, *Compensatory Education, *Disadvantaged Youth, Federal Aid, *Federal Programs, Inservice Education, Parochial Schools, *Program Evaluation, School Districts, Statistical Data

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I Programs, Rhode Island

This report on the 1969-70 Title I programs in Rhode Island is based on the individual evaluations prepared by 40 local education agencies. There are nine major parts which include specific data requested by the Office of Education. Among the information presented are basic state statistics (enrollment and expenditures), effect upon educational achievement, compensatory education in non-public schools, and community involvement. In addition to the conclusions drawn, recommendations are made for future programs. (Author/JW)

ED 054 284 UD 011 797

Greene, John F. Zirkel, Perry Alan

Academic Factors Relating to the Self-Concept of Puerto Rican Pupils.

Pub Date Sep 71

Note—10p.; Paper presented at the Annual Convention of the American Psychological Association, Washington, D.C., September 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Academic Performance, *Elementary School Students, Ethnic Origins, Individual Development, Intelligence Quotient, Puerto Ricans, *Self Concept, Self Esteem, *Spanish Speaking, Student Characteristics, *Teacher Background, *Verbal Ability

Identifiers—Connecticut, McDaniel Inferred Self Concept Scale

The increasing emphasis on the affective domain in the teaching-learning situation has not produced a significant body of research on the development of self concept among Spanish-speaking—particularly Puerto Rican—students. This study investigated the relationship of the self-concept of Puerto Rican pupils with achievement, IQ, ethnic group mixture, and teacher ethnicity. The subject population comprised 333 Spanish-speaking students in 29 bilingual and control classes, grades one to three, in three Connecticut cities. The subjects were selected so as to be representative of Spanish-speaking majority classes taught by Spanish-speaking as well as Anglo teachers in schools with varying but significant numbers of Spanish-speaking students. Self-concept was measured via teacher reports on a standard instrument. The children were also tested for academic achievement and nonverbal intelligence. The results of a correlational analysis indicated that self-concept was significantly related to achievement in English and Spanish, as well as to teacher ratings of aural ability in both languages, although self-concept was not significantly related to IQ. However, the relationship between self-concept and academic achievement is demonstrated to be complex and circular. (Author/JM)

ED 054 285 UD 011 800

Knowles, Asa S.

Cooperative Education: An Effective Education for Minority Students.

Pub Date 5 Sep 71

Note—13p.; Speech made before the American Psychological Association National Meeting, Washington, D.C., September 5, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Programs, College Students, *Cooperative Education, Cooperative Programs, *Educational Needs, Educational Planning, Employment Experience, Junior College Students, *Minority Groups, Motivation Techniques, Negro Students, *Professional Education, Professional Personnel, Spanish Speaking, Student Employment, Student Motivation, *Undergraduate Study, Work Experience, Work Study Programs

Cooperative education, the combination of periods of on-campus classroom instruction with periods of off-campus experience, is particularly well suited to the needs of minority students in higher education. At a traditional four-year college, minority students are inclined to confine their associations to their own members, both on campus and at home. Such students, therefore, never become a part of a nonminority world. Colleges offering cooperative study lead minority students into off-campus assignments which involve them in new situations and new environments essential to their development as professional personnel. Cooperative education offers the minority student a chance for gainful employment—perhaps his first chance. This helps remove the fear that he will be unable to find employment after graduation. Through cooperative jobs, many youths are introduced to work experience and job responsibilities for the first time. Coop employers furthermore tend to show greater patience and understanding with student employees. Through cooperative education, the minority student has the opportunity to find employment in large corporations, in government offices, and in scientific and technological firms—places where most minority students would never consider seeking employment. (Author/JM)

ED 054 286 UD 011 801

Stone, Chuck

Psychology and the Black Community: From Arthur, 1853 to Arthur, 1969.

Pub Date 6 Sep 71

Note—23p.; Paper presented at the Annual Convention of the American Psychological Association, Washington, D.C., September 6, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Ability, Cognitive Development, *Compensatory Education, Concept Formation, Creative Thinking, Educational Diagnosis, Heredity, Individualized Instruction, Intelligence Differences, Intelligence Tests, *Learning Characteristics, Learning Processes, Negro Students, *Psychological Testing, Psychology, Psychometrics, *Racial Differences, *Racism

Psychologists and a few sociologists have provided the academic respectability for the political rationale that the American body politic's civil rights indigestion needs a resurrected, separate but equal diet. Today, it is intellectually respectable to question the genetic equality of whites and blacks, to assert the cognitive incapacities of blacks and Chicanos, and to worry about the demise of democracy as the result of too much equality. This has its intellectual roots in the racist theories of Count Arthur Joseph de Gobineau, who wrote "The Inequality of the Human Races" in 1853. The putative relationship of the variables of racial genes and intellect as outlined by Dr. Arthur Jensen in 1969 is but a sophisticated rehearsal of a historically tired theme. Although there are a few white scholars concerned with the application of theories of cognition and pedagogy to the improvement of culturally divergent people, there are psychologists—mostly black—who are part of the solution rather than the problem. Black children can learn and achieve, even in slum environments, at the same rate as their advantaged white peers, provided multiple instructional strategies are employed to maximize the responsiveness of divergent cognitive styles. (Author/JM)

ED 054 287 UD 011 802

Miller, Thomas W.

Communicative Dimensions of Mother-Child Interaction as They Affect the Self Esteem of the Child.

State Univ. of New York, Buffalo.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Sep 71

Note—11p.; Paper presented at the Annual Convention of the American Psychological Association, Washington, D.C., September 1971
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cultural Factors, Individual Development, Inner City, Measurement, *Non-verbal Communication, Parental Background, *Parent Child Relationship, Racial Factors, Self Actualization, *Self Esteem, *Social Factors, Social Influences, Socialization, Socioeconomic Status, Suburbs, *Verbal Communication
Identifiers—Parental Response Inventory

The effects of verbal and non-verbal parental behavior on the self esteem of the child were explored by means of a stratified random sampling of schools in a large metropolitan area in Northeastern United States. A Parental Response Inventory was first developed. This is a structured inventory consisting of 12 prepared situations and a choice of four alternatives for each situation. Six of the situations involve behavior of a positive nature, six of a negative nature. This and other measures to assess verbal response patterns of mothers and the self esteem of children yielded the following results. A significant relationship exists between maternal descriptiveness in negative situations and the self-esteem of the child. Significant differences are observed between the inner city black sample and suburban white sample. Measures to assess non-verbal parental behavior and its effects on the self esteem of the child indicate a significant relationship between maternal empathy, genuineness, and positive regard toward the child and his level of self esteem. Thus, another aspect of socio-cultural significance related to child-rearing has been identified and measured. [Because of the print quality of the original, this document will not be clearly legible when reproduced.] (Author/JM)

ED 054 288 UD 011 805

Melnick, Murray

Review of Higher Education for the Disadvantaged.

Pub Date 7 Sep 71

Note—17p.; Paper presented at the American Psychological Association Annual Convention, Washington, D.C., September 7, 1971
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Achievement, Aptitude Tests, College Admission, College Programs, Disadvantaged Groups, *Disadvantaged Youth, *Higher Education

In this essay on higher education for the disadvantaged, the author discusses the definition of "disadvantaged," assessment procedures of disadvantaged students, and the predictive value of aptitude tests. The author concludes that more and better controlled studies are needed, preferably longitudinal, and offering clear information on the extent of remediation employed and the nature of actual curriculum standards. Without much detail, it appears that the disadvantaged are doing, on the average, C or C- work. (Author/JW)

ED 054 289 UD 011 809

Canty, Donald

A Single Society: Alternatives to Urban Apartheid.

Pub Date 69

Note—183p.

Available from—Praeger Publishers, 111 Fourth Avenue, New York, N.Y. 10003 (\$5.95)

Document Not Available from EDRS.

Descriptors—*City Problems, *De facto Segregation, Federal Aid, *Federal Government, Negro Attitudes, *Negroes, *Urban Areas, Urban Culture, Urban Environment

This book opens with a review of the past decade, marked as it was by steadily escalating civil disorders despite the unprecedented progressive programs that grew out of Lyndon Johnson's Great Society. It traces the rise of black pride and white resistance and clearly delineates the critical and continuing lag in national response to urban needs. This lag, maintains the author, is the result not of a lack of resources, ideas, or information but of will, of national purpose. What is needed is a comprehensive urban policy aimed at creating an open, pluralistic society free of the present constricting barriers based on class and race. Yet, such a policy can succeed only if a real commitment to fundamental changes in national institutions and priorities is made. Lacking such commitment, future programs will meet the same fate as did those of the Great Society—with the added consequence that hopes, once raised, cannot easily be ignored. (CB)

ED 054 290

Passow, A. Harry, Ed.

Urban Education in the 1970's: Reflections and a Look Ahead.

Pub Date 71

Note—209p.

Available from—Teachers College Press, Teachers College, Columbia Univ., New York, N.Y. 10027 (\$4.25)

Document Not Available from EDRS.

Descriptors—Academic Achievement, *Disadvantaged Youth, Ghettos, Inner City, Minority Groups, *Negro Students, *Public Education, Teacher Recruitment, *Urban Education, *Urban Teaching, *Urban Youth

A grant from The New World Foundation made possible a series of lectures during the academic year 1969-1970 on the theme "Urban Education in the 1970's." A number of the specialists who had participated in the first work conference were invited to deliver another lecture. Each was asked to take another look at urban education from the vantage of his particular discipline in the light of research and experience of the intervening years. The specialist was specifically asked not simply to update his earlier paper, but rather to attempt a reconceptualization of the field in the decade ahead. The nine papers included provide perspective on developments in urban education in the past eight years that can serve as a basis for projecting the direction in the 1970's. (Editor)

ED 054 291

Bell, Carolyn Shaw

The Economics of the Ghetto.

Pub Date 70

Note—262p.

Available from—Pegasus Books, Western Publishing Co., Inc., 1107 Broadway, New York, N.Y. 10010 (\$6.95)

Document Not Available from EDRS.

Descriptors—*Economic Disadvantage, *Economic Factors, *Employment Problems, *Ghettos, *Urban Areas, Urban Education, Urban Environment, Welfare

Designed to provide an introduction to primary data on ghetto economics, this comprehensive study is, in effect, a do-it-yourself guide to understanding economic realities. Professor Bell notes that it is impossible for one book to deal with hundreds of communities where ghettos might exist: she uses illustrative material about three cities in the United States, and three neighborhoods within each. Each chapter shows how to analyze a problem, interpret data, and draw conclusions from the material available. The reader can follow these examples and duplicate this type of investigation for his own community. After the first half of the book states the conditions that exist and explains their implications, the second half offers the logical follow-up of discussing what can be done about these conditions. Here, economics implies not the analysis of empirical data or theoretical reasoning, but specifically the appraisal of suggested programs or policies. (CB)

ED 054 292

Hsia, Jayjia

Integration in Evanston, 1967-71: A Longitudinal Evaluation.

Educational Testing Service, Evanston, Ill.

Report No—PR-71-9

Pub Date Aug 71

Note—214p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Academic Achievement, Community Involvement, Disadvantaged Youth, Integration Effects, *Negro Students, *Program Evaluation, *School Integration, *Student Attitudes

In order to answer questions about the impact of desegregation upon the academic achievement and attitude of pupils and reactions of teachers, parents, and the community, longitudinal evaluation plans were adopted. The primary subjects were the 10,981 pupils who ranged from kindergarten through grade 8 in September 1967, at the start of complete desegregation. Since no laboratory desegregation experiment was possible, a number of quasi-experimental strategies were used. While teachers and some parents were surveyed by questionnaire, much of the community information was collected via unobtrusive measures such as systematic observation, and analysis of archival records and voting patterns. The

UD 011 810

results show that traveling to new schools by bus had no adverse effects upon the pupils, black or white. Bused black pupils from formerly segregated schools showed greater group mean gains than their non-bused transferred former classmates. Individual predictions among bused black pupils were less reliable, however. Desegregation has had a profound influence upon community life. Black parents have taken an increasingly active part in school related activities. (Author/JW)

VT

ED 054 293

VT 008 010

Employment Policies of the United States and Japan. Report of the Joint United States-Japan Employment Study.

Department of Labor, Washington, D.C.; Ministry of Labor, Tokyo (Japan).

Pub Date 68

Note—212p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Economics, *Educational Legislation, Educational Policy, *Employment Statistics, *Labor Economics, *Labor Force, Labor Legislation, Manpower Utilization, National Surveys, *Public Policy, Vocational Education

Identifiers—Japan

The U.S. Department of Labor and the Japanese Ministry of Labor cooperatively reviewed the employment policies in the two countries in an attempt to promote understanding and cooperation between them and to develop the human capacities of workers in both countries. The report is composed of four parts: (1) Introduction, (2) Policies and Programs in the United States, (3) Policies and Programs in Japan, and (4) Conclusions. The problem of labor shortage, as seen from somewhat different perspective in the two countries, has led to a reexamination of educational and training systems for both the needs of the individual and those of the economy. The most striking difference between the two cultures is the status of youth: where in Japan he is sought after as an intern for the future, in the United States he competes on the basis of what he is worth in the short-run. Both countries are concerned with problems of underemployment, monotonous work, and job satisfaction. The study shows four main policy developments now emerging in the two countries: (1) a strengthening of the relation between employment and general economic policies, (2) positive efforts to promote mobility and the potential of workers, (3) training of individuals who otherwise would not contribute to the economy, and (4) closer collaboration between government and private groups to provide training. (MU)

ED 054 294

VT 008 011

Employment Policies of the United States and Japan. Report of the Joint United States-Japan Employment Study. Appendix.

Department of Labor, Washington, D.C.; Ministry of Labor, Tokyo (Japan).

Pub Date 68

Note—95p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Legislation, *Employment Statistics, Foreign Countries, Labor Economics, *Labor Force, Labor Laws, Labor Legislation, National Surveys, Public Policy, *Statistical Data, Statistical Surveys, *Statistics, *Surveys

Identifiers—Japan

This Appendix presents the employment data from the United States and Japan in three major sections. The first section states the legislative policy in each country by citing paragraphs from specific statutes and by tabulating chronologically, the dates, titles, and general aims of specific legislation relating to labor, manpower, and education. Section II explains the basic labor force and employment statistics by means of their sources and definitions. Section III includes 17 tables of data on labor force and economic statistics and 12 tables (10 for Japan) of data on program and operations statistics, first for the United States and then for Japan. The full report for which this is the appendix is available as VT 008 010 in this issue. (MU)

ED 054 295 VT 010 199
Job Horizons for Women and Girls in the District of Columbia.

Women's Bureau (DOL), Washington, D.C.

Pub Date 69

Note—62p.; Report of the conference (Washington, D.C., December 6-7, 1968)

Available from—Women's Bureau, Wage and Labor Standards Administration, Washington, D.C. 20210

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Conference Reports, Counseling, *Culturally Disadvantaged, Day Care Services, *Females, Manpower Utilization, *Resource Guides, Training, Transportation, Vocational Counseling, *Workshops

The Conference on Job Horizons was designed to provide interested persons in the Washington, D.C. area with information about employment opportunities, programs, and guidance and counseling services for disadvantaged women and girls. It also provided an opportunity to discuss ways of improving and devising new programs and more effective utilization of existing resources. The conference report includes the introductory remarks and a keynote address and presents the findings of the various workshops, which stressed the need for more counseling in the schools and at community centers, for child care centers, and for better public transportation. A how-to-do-it guide is appended for persons who are interested in setting up such a conference. (BC)

ED 054 296 VT 010 282**Facts about Women's Absenteeism and Labor Turnover.**

Women's Bureau (DOL), Washington, D.C.

Pub Date Aug 69

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attendance, Bibliographies, *Females, *Labor Force, *Labor Supply, *Labor Turnover, *National Surveys

The average worktime lost in 1967 because of illness or injury for persons 17 years of age or older was 5.6 days for women and 5.3 days for men. Women lost more time because of acute illness, but men were more likely to be absent because of chronic conditions such as heart trouble. Labor turnover rates show that absentee rates of women have been dropping as a higher proportion of older workers enter the labor force. The separation rates for men and women factory workers in 1968 were 5.2 and 4.4 percent respectively. Occupational mobility was greater for men than for women; only 7 percent of the women but 10 percent of the men held a job in a different occupation in January 1966 than in January 1965. The average worklife of women tripled from 1900 to 1960 and increased by nearly one-third from 1950-60. The expected worklife of women was found to be dependent upon marital status and number of children. A woman who gets married at age 20 has a worklife expectancy ranging from 25 years if she has one child to 17 years if she has four or more children. (BC)

ED 054 297 VT 010 438**Manpower Requirements in Occupations for Which Vocational Education Prepares Workers.**
Bureau of Labor Statistics (DOL), Washington, D.C.

Pub Date Jul 69

Note—13p.

Available from—Bureau of Labor Statistics, U.S. Department of Labor, Washington, D.C. 20212

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Manpower Needs, *Occupational Information, Tables (Data), *Training, *Vocational Education

This report provides annual average estimates for the number of workers who will be required through the mid-1970's to meet manpower requirements in most of the occupations for which vocational education curriculums have been developed. The estimates are for technical, health, trades and industrial, office, and distributive occupations. The average annual openings are based upon growth in each occupation and replacement of workers who die or withdraw from the labor force. No comprehensive data have yet been developed to include data on vocational education programs, Manpower Development and Training Act Programs, on-the-job training, technical institutions, and apprenticeships. However, Table 2 gives demand and supply

data for a selected group of occupations to determine whether training programs are meeting the manpower requirements. (BC)

ED 054 298 VT 010 508**Champagne, Joseph E. Prater, Robert L.****Teenage Employment: A Study of Low Income Youth in Houston, Texas.**

Houston Univ., Tex.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Manpower Research.

Pub Date Jul 69

Note—228p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-186507, MF \$9.5, see catalog for hard copy price)

Document Not Available from EDRS.

Descriptors—*Culturally Disadvantaged, Interviews, Low Income Groups, *Negroes, *Pilot Projects, Questionnaires, Tables (Data), Teenagers, *Unemployment, *Youth

To analyze the reason for the high rate of Negro teenage unemployment, the employment experience of 256 Negro and white teenagers, aged 16 to 19 years, in Houston was examined about 1 year after they had graduated or dropped out of school. A questionnaire was developed and mailed to 250 major employers in the area. The study points out that one of the greatest problems for Negroes was their substantial misunderstanding of the world of work. They were found to be unfamiliar with job and personnel requirements, employment applications, and employee behavior. A massive program of work orientation is vitally needed by Negro youth. (BC)

ED 054 299 VT 010 783**Sawyer, Larry Bruce****The Labor Force Participation of the Urban Poor.**
Michigan Univ., Ann Arbor.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Manpower Research.

Pub Date 69

Note—167p.; Ph.D. dissertation, University of Michigan

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-186131, MF \$9.5, see catalog for hard copy price)

Document Not Available from EDRS.

Descriptors—*Economically Disadvantaged, Economic Factors, Education, Females, Geographic Distribution, *Labor Force, Males, *Mexican Americans, *Negroes, *Puerto Ricans, Statistical Analysis, Tables (Data)

Identifiers—*Labor Force Participation Rates

Differences exist in patterns of labor force participation of urban poor whites, blacks, Puerto Ricans, and Mexican Americans. Young unmarried blacks of both sexes, older Puerto Rican women, and Mexican American women in all age categories are less likely to participate in the labor force than are whites in the corresponding groups. Some of the differences in participation may be explained by educational attainment, but this accounts for only a small amount of the variation; none can be explained by geographic factors. The subgroups respond to education and economic factors in different ways, which leads to the conclusion that labor force participation among the groups is heterogeneous. Additional research is needed to provide answers for the reasons for variation in labor force participation. (BC)

ED 054 300 VT 010 784**Martinez, Thomas M. And Others****Past and Present Counseling and Placement Procedures in Private Employment Agencies—An Empirical Study.**

Santa Clara Univ., Calif. Community Studies Center.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Manpower Research.

Pub Date 25 Aug 69

Note—111p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-188154, MF \$9.5, see catalog for hard copy price)

Document Not Available from EDRS.

Descriptors—*Agency Role, *Employment Services, Legal Problems, *Private Agencies, *Social Factors

Identifiers—*Private Employment Agency Abuse

This report examines past and present procedures of private employment agencies by studying the history, abuses, and social control of the agencies, professionalism of the agent, and the nature of the relationship between the applicant and agent. Private employment agencies started in this country around 1820, and have grown to about 7,600 agencies in the United States. Sufficient controls have not been developed to protect applicants, and a variety of abuses still occur just as they did in the 1800's. Some of these are misrepresentations of terms and conditions of employment, fee-splitting between agent and employer, influencing former applicants to leave their jobs and accept another position through the agency, and racial and religious discrimination. Sometimes agencies place applicants in one of six categories indicating their dependence on the agency; recruited, ad-curious, shopper, efficient, frustrated, and desperate. A sample interview is appended. (BC)

ED 054 301 VT 010 786**Light, Ivan Hubert****Sociological Aspects of Self-Employment and Social Welfare among Chinese, Japanese, and Negroes in Northern, Urban Areas of the United States, 1900-1940.**

California Univ., Berkeley.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Manpower Research.

Pub Date 69

Note—245p.; Ph.D. dissertation, University of California at Berkeley

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-186415, MF \$9.5, see catalog for hard copy price)

Document Not Available from EDRS.

Descriptors—Bibliographies, *Chinese Americans, *Japanese Americans, *Negroes, Social Organizations, *Socioeconomic Influences, Tables (Data), *Welfare, Welfare Recipients

Identifiers—*Small Businesses

The study concerns three principal analytical questions: during the period from 1900-1940 (1) Why were the Chinese and Japanese over-represented and Negroes under-represented in small businesses? (2) Why were there many more Negroes than Chinese and Japanese on welfare rolls? (3) What, if any, was the connection between small businesses and social welfare? The method of analysis was a structured comparison of groups, and examination of the banking and credit practices of the three groups and of Negro church and fraternal organizations were made. The primary difference between the Negroes and the two Oriental minorities was that the Japanese and Chinese were organized in mutually supportive moral communities, whereas only a minority of Negroes was organized in this fashion. The small businesses were organized by Orientals with ascriptive ties of blood and land; these ties did not exist among Negroes. (BC)

ED 054 302 VT 010 787**Ferman, Louis A.****Community Organization and the Mobilization of Resources for Manpower Development Programs.**

Michigan Univ., Ann Arbor.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Manpower Research.

Pub Date 1 Nov 69

Note—19p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-188780, MF \$9.5, see catalog for hard copy price)

Document Not Available from EDRS.

Descriptors—*Community Action, *Evaluation, *Federal Programs, *Manpower Development, Power Structure, Social Structure, Tables (Data)

This study tried to isolate some of the characteristics that account for the variation in community receptivity to federal aid programs. The communities selected for the study had a population of 25,000 or more and had been in existence prior to 1950. Community participation in the programs was measured by the absence or presence of communities in the program, the per capita dollar value of the programs, and number of courses and curriculums being used in the community. The analytical scheme of the study could not be applied to community receptivity to Job Corps and Community Action Programs, but

it was applied to poverty programs, urban renewal, and low cost housing. Data showed that communities with diffused power structures were far more likely to participate in federal aid programs than communities with concentrated power structures. (BC)

ED 054 303 VT 010 788

Harwood, Edwin Olasov, Robert
Boston's Out-of-School Neighborhood Youth Corps: A Comparative Observational Study of the NYC's Impact on the Work Attitudes and Job Futures of Poverty Youths.

Rice Univ., Houston, Tex. Dept. of Anthropology and Sociology.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Manpower Research.

Pub Date Oct 68

Note—299p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-184978, MF \$9.5, see catalog for hard copy price)

Document Not Available from EDRS.

Descriptors—Disadvantaged Youth, Federal Programs, *Manpower Development, Manpower Utilization, *Out of School Youth, *Program Evaluation, *Program Improvement, Research Needs

Identifiers—*Neighborhood Youth Corps

To evaluate the effect of three Houston Neighborhood Youth Corps (NYC) out-of-school programs on work attitudes and job futures of poverty youth as well as to provide recommendations for program improvement, statistical data were gathered from NYC sponsors' reports and from the trainees' personal folders. The accuracy of the data is limited because it was not always known how the sponsors compiled the data, and there were some informational gaps in the trainees' folders. Some major findings were: (1) Few males are in the program because they can earn more money in unskilled and semi-skilled jobs, (2) More females are in the programs because they cannot compete as well for the better paying semi-skilled jobs, (3) Remedial education has been a failure, (4) The agencies that need trainee labor the most are often the least able to hire and pay the lowest wages, and (5) The sponsor faces a serious dilemma in the case of those girls who are of low-level intelligence, unmotivated, or exceptionally deficient in education. Recommendations were made for work stations, counselor caseloads, trainee enrollment, counseling techniques, restrictions on male employment, training courses for females, and financial rewards and bonuses. (SB)

ED 054 304 VT 010 790

Hansen, Niles M.

Urban and Regional Dimensions of Manpower Policy.

Kentucky Univ., Lexington.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Manpower Research.

Pub Date Jun 69

Note—454p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-186252, MF \$9.5, see catalog for hard copy price)

Document Not Available from EDRS.

Descriptors—American Indians, Bibliographies, Employment Services, Industrialization, *Labor Economics, *Manpower Development, Mexican Americans, Mobility, *Regional Programs, *Rural Development, *Rural Economics, Southern States

Identifiers—Appalachian Region, Economic Development Administration, EDA, *Manpower Policy

The author examined the interrelationships among lagging, intermediate, and congested regions and suggested policies which should be used for each region in view of the relevant opportunity costs for location of public and private investment. Individual chapters on the South, Appalachian Region, Regional Commissions, Indians, Mexican Americans, and labor mobility are presented. The author contends that there is a need to provide an alternative to residents of poor urban areas and to reduce immigration into metropolitan areas. He suggested that an urban growth-center strategy based on intermediate-sized cities be adopted, which would link problems of lagging areas to the opportunities in intermediate-sized rapidly growing cities with

tight labor markets. At present, development funds have been spread out to provide aid to a relatively large number of towns and small cities, and legislation has prohibited the development of urban growth-centers. A selected bibliography and design of mobility demonstration projects in various state employment services are appended. (BC)

ED 054 305 VT 010 796

Scoville, James G.

Concepts and Measurements for Manpower and Occupational Analysis.

Harvard Univ., Cambridge, Mass.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Manpower Research.

Pub Date Sep 69

Note—113p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-187702, MF \$9.5, see catalog for hard copy price)

Document Not Available from EDRS.

Descriptors—Bibliographies, Case Studies, *Data Bases, *Economic Research, *Jobs, *Occupational Information, Tables (Data)

This volume contains information on occupational data and their uses, jobs-theories, case studies, and improved data bases. A survey was made of current applications of occupational information data and conceptual bases and practical shortcomings of the more frequently used classification systems. In addition, an economic theory was developed to determine the content of jobs and the relationship between various jobs within and between employing units. Some practical illustrations emphasize the utility of this model for analysis of a data scheme. The development of ideas and data depended primarily on literature review and interviews with company executives, officers of trade associations and industry groups, research officers of labor unions, and representatives of government agencies; questionnaires could not be used. A bibliography is appended. (BC)

ED 054 306 VT 010 797

Kaufman, Jacob B. Levine, Louis

University Manpower Research Seminar for the Stimulation of Professional Research Interest.

Pennsylvania State Univ., University Park. Inst. for Research on Human Resources.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Manpower Research.

Pub Date Oct 69

Note—77p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-188363, MF \$9.5, see catalog for hard copy price)

Document Not Available from EDRS.

Descriptors—*Culturally Disadvantaged, *Educational Researchers, *Manpower Development, *Seminars, *Unemployment

Identifiers—Manpower Research, University Manpower Research Seminars

Seminars were conducted at Cornell University and Arizona State University to encourage manpower research among persons who had recently received doctorates in the social and behavioral sciences. Individuals who showed promise for making positive contributions to manpower research were selected from both large and small institutions of higher learning. Prior to the seminars, they received reading materials and a series of suggested questions for discussion. The major discussion topics were the employment of minority workers, the psychological roots of ghetto hard-core unemployment, and implementation and support for manpower research. In response to a questionnaire sent to the seminar participants, 90 percent favored the continuation of the research seminars, and 80 percent stated that the seminar had influenced them to engage in manpower research. Seminar agendas, a list of the participants, discussion questions, and a seminar evaluation form are appended. (BC)

ED 054 307 VT 010 818

Davis, Earl E.

A Study of Low-Wage Workers and Their Response to High Intensity Training. Volume I: Final Report.

Skill Advancement, Inc., New York, N.Y.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Special Manpower Programs.

Report No—Tech-Mem-RES-200

Pub Date 10 Jul 69

Note—262p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Bibliographies, Employees, Individual Characteristics, *Job Training, *Low Income Groups, Occupational Mobility, *Statistical Analysis, Supervisors, Tables (Data), *Unskilled Workers

The intent of this study was to describe low-wage, low-skill workers within the context of their work environment and to develop techniques to measure the effects of Skill Advancement's skill training program on the participants. Due to the lack of research findings in this area, these research efforts were somewhat exploratory in nature, particularly during the first year of the project. The statistical technique used in this procedure was analysis of variance and the experimental design was the Solomon Four-Group Design. A pilot study was also conducted relating to the question of pretest variables as predictors of later training success on the job. Factor analysis was the technique applied for studying predictive validity. This report is divided into three volumes. This document is Volume I, which presents information on data collection procedures, methods and results, and a summary. Volume II contains 12 statistical tables, which include data on job search behavior, factor analysis, and analysis of variance, and is available as VT 010 819. Volume III, a modified employee interview schedule and supervisor interview schedule, as available as VT 010 820. (Author/BC)

ED 054 308 VT 010 819

Davis, Earl E.

A Study of Low-Wage Workers and Their Response to High Intensity Training. Volume II: Technical Appendix A, Tables.

Skill Advancement, Inc., New York, N.Y.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Special Manpower Programs.

Pub Date 31 Aug 68

Note—88p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Job Training, *Low Income Groups, *Statistical Analysis, *Tables (Data), *Unskilled Workers

This is volume II of a three-volume study designed to examine low-wage, low-skilled workers, within the context of their work environment, and to develop techniques to measure the effects of skill advancement training upon the participants. Volume II is composed of 12 statistical tables showing factor analysis and analysis of variance derived from data on job search behavior and employee attitudes. Volume I, an overview of training and research activities and a management report on project administration, is available as VT 010 818. Volume III, containing the modified supervisor and employee pre- and post-test interview schedule for trainee performance rating, is available as VT 010 820. (BC)

ED 054 309 VT 010 820

Davis, Earl E.

A Study of Low-Wage Workers and Their Response to High Intensity Training. Volume III, Part I and Part 2: Appendices B 1-5.

Skill Advancement, Inc., New York, N.Y.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Special Manpower Programs.

Report No—Tech-Mem-RES-200

Pub Date 31 Aug 68

Note—473p.

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—*Job Training, *Records (Forms), *Statistical Analysis, *Unskilled Workers

This document is the last of a three-volume study designed to examine low-wage, low-skilled workers, within the context of their work environment, and to develop ways of measuring the effects of skill advancement training upon the program participants. Volume III, Parts I and II, contains modified employee pre- and post-test interview schedules and modified supervisor pre- and post-test interview schedules trainee performance rating forms. Volume I, an overview of training and research activities and a management report on project administration, is available as VT 010 818. Volume II, composed of 12 statistical tables, which contain data on job search behavior, factor analysis, and analysis of variance, is available as VT 010 819. (BC)

ED 054 310 VT 010 840

Connelly, Marilee N. Willis, Joe E.
The Development of a Human Effectiveness Function Allocation Methodology (HEFAM).

Naval Personnel Research Activity, San Diego, Calif. Navy Training Research Lab.

Spons Agency—Office of Naval Research, Washington, D.C.

Report No.—SRM-70-11

Pub Date Oct 69

Note—40p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, Charts, *Cost Effectiveness, *Human Development,

*Methodology, *Resource Allocations

Identifiers—*Human Effectiveness Function Allocation, Man Machine Function Allocation

This report was a part of the Human Effectiveness Function Allocation Methodology (HEFAM) project, which is attempting to develop a workable cost-effectiveness methodology for man-machine function allocation. Researchers reviewed the cost-effectiveness and function allocation literature, and interviewed engineers, data analysts, programmers, personnel researchers, and psychologists in the areas of cost-effectiveness, human factors, personnel research, and equipment design. Included in the report are analyses of: (1) the types of mathematical models required, (2) computer storage capacity, (3) five different possible sources of data, and (4) four possible methods of data collection. It was recommended that HEFAM should include future development of the concept of human effectiveness (as opposed to reliability), the data processing system, better data collection methods, computational formulas, and prediction methodology. (Author)

ED 054 311 VT 010 842

Malec, Vernon M. Lansville, Anthony

Interim Quantitative Manpower Projections for Proposed Hydrographic Survey Ship System (AGS) Candidate Configurations (Navships Subproject S46-27012, Task 14408).

Naval Personnel Research Activity, San Diego, Calif. Navy Training Research Lab.

Spons Agency—Office of Naval Research, Washington, D.C.

Report No.—SRM-70-10

Pub Date Oct 69

Note—65p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, *Enlisted Men, *Manpower Needs, *Military Personnel, *Surveys, Tables (Data)

Identifiers—*Hydrographic Survey Ship System

This personnel research report basically represents a consolidation of three research working papers designed to enumerate the quantitative Navy manpower requirements for various proposed candidate configurations of a new Hydrographic Survey Ship System (AGS). Included is a description of the various AGS candidate proposals and a breakdown of the estimated personnel requirements, in preliminary qualitative terms, for three major subdivisions of the total ship system, which include: (1) embarked survey vehicles, (2) embarked survey team, and (3) ship control. The information contained in this report has been designed to assist in the development of the AGS PTA and also to provide project and cognizant BUPERS personnel planning divisions with the projected quantitative Navy manpower implications of the AGS development program. (Author)

ED 054 312 VT 010 843

Heinzel, Joseph R. May, R. V., Jr.

A Study of the Rating Structure Requirements for the Aviation 3M Data Analyst.

Naval Personnel Research Activity, San Diego, Calif.

Spons Agency—Office of Naval Research, Washington, D.C.

Report No.—SRR-70-6

Pub Date Aug 69

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Data Analysis, *Enlisted Men, Information Sources, *Military Personnel, *Occupational Information, *Personnel Evaluation, Questionnaires, Records (Forms), Surveys

Identifiers—*Aviation Data Analyst

The purpose of this research was to determine the optimum means of identifying personnel qualified to perform Aviation 3M Data Analysis.

Resolution of this objective involved the identification of numerous problem areas contributing to the instability of the Data Analysis work force and the scarcity of personnel in that work force. The approach involved technical conferences and discussions with Maintenance Officers and Aviation 3M Data Analysis Officers as well as a number of occupational analysis interviews with enlisted personnel assigned to Aviation 3M Data Analysis billets at 33 east and west coast commands, staffs, and offices. Based upon these preliminary visits, two questionnaires were developed. The first was a Command Questionnaire, designed to elicit information regarding problems experienced by the command. The individual Questionnaire was administered only to qualified Aviation 3M Data Analysts and was designed to obtain information concerning the type of work performed, school background, and similar information. Conclusions reached indicate that the Aviation 3M Data Analysis function is closely allied to the Aviation Maintenance Administrationman (AZ) rating and that input into the Aviation 3M Data Analysis field should be from the AZ rating. (Author)

ED 054 313 VT 010 844

Wilson, David A.

Personnel Implications of New Technological Developments: Undersea Technologies.

Naval Personnel Research Activity, San Diego, Calif.

Spons Agency—Office of Naval Research, Washington, D.C.

Report No.—SMR-70-3

Pub Date Jul 69

Note—50p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Armed Forces, Bibliographies, *Manpower Needs, *Oceanology, *Personnel Evaluation, Tables (Data), *Technological Advancement, Training Objectives

Identifiers—*Navy Personnel Capabilities

During the next two decades, changes in undersea technology will profoundly affect Navy personnel and training requirements. Both Navy and national programs in ocean science and engineering will require operational commitments from the Navy which are far beyond present personnel capabilities. In the near future, Navy personnel will routinely work as free divers at depths of 1,000 feet and at even greater depths within 20 years. In future exploration the problems of deep-ocean visibility, heating, communications, navigation, and psychophysiology will be examined. There is a need for more detailed study of oceanic programs, undersea technological trends, and projected effects on future Navy personnel capabilities. Diving training facilities and methods also should be improved as soon as possible. (BC)

ED 054 314 VT 010 845

Koplyay, Janos B.

Field Test of the Weighted Airman Promotion System: Phase 1. Analysis of the Promotion Board Component in the Weighted Factors System.

Air Force Personnel Research Div., Lackland AFB, Tex.

Report No.—AFHRL-TR-69-101

Pub Date Apr 69

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Evaluation Criteria, *Hypothesis Testing, *Military Personnel, *Promotion (Occupational), Tables (Data)

A sample of 2,290 airmen who were eligible for promotion to grades E-4 through E-7 was used to field-test the proposed weighted Airman Promotion System. Data included scores on the Specialty Knowledge Test and the Promotion Fitness Examination, points credited for time in grade, time in service, decorations, and Airman Performance Report mean overall evaluation. Average promotion board scores were computed by dividing each airman's raw board score by the number of members on the promotion board and multiplying the quotient by 10. Two weighted factor scores, one including and one excluding the average board score, were developed. The hypothesis tested was that inclusion of the board score component in the weighted factors composite score did not have an effect on the ranking of the airmen. Rankings of individuals on the weighted factors composite were found to be essentially unaffected by inclusion of the promotion

board score. It was concluded that using a board score factor merely inserted a non-visible component which would obscure explanations for nonpromotions. (Author/BC)

ED 054 315 VT 010 846

Koplyay, Janos B.

Field Test of the Weighted Airman Promotion System. Phase II. Validation of the System for Grades E-4 through E-7.

Air Force Personnel Research Div., Lackland AFB, Tex.

Report No.—AFHRL-TR-69-102

Pub Date May 69

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Armed Forces, *Employment Level, *Promotion (Occupational), *Statistical Analysis, Tables (Data), *Validity

Identifiers—U S Air Force, *Weighted Airman Promotion System

A weighted factors promotion system was field tested and validated using data from the FY 69-B promotion cycle of the Alaskan Air Command. The final sample included 2,290 promotion-eligible airmen in grades E-3 through E-6. The weighted factors composite score, excluding a promotion board component, gave airmen the same relative rank within selected Air Force Specialties as did the promotion board evaluations under the present operational system. Overlaps between the two ranks imply promotion of the same individuals by both systems. However, inconsistencies and unexplainable discrepancies in the ranking by promotion board scores were found in some few instances. It was concluded that, within the specialties analyzed, practically all the individuals promoted by the board system would also have been promoted under the weighted factors system. If it can be assumed that the sample was representative of the Air Force-wide population of promotion-eligible airmen in grades E-3 through E-6, then it can be further assumed that the weighted factors system provides a valid airman promotion system in which the selection criteria are visible and equitable. (Author)

ED 054 316 VT 010 847

Mayo, Clyde C.

A Method for Determining Job Types for Low Aptitude Airmen.

Lifson, Wilson, Ferguson, and Winick, Inc., Dallas, Tex.

Spons Agency—Air Force Personnel Research Div., Lackland AFB, Tex.

Report No.—AFHRL-TR-69-35

Pub Date Nov 69

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Armed Forces, *Methodology, *Military Personnel, *Surveys, Tables (Data), *Task Analysis

Identifiers—*Low Aptitude Jobs, Technical Advisers, U S Air Force

An opinion survey method for identifying low aptitude job types was developed and used in a study of 11 Air Force career ladders. Lists of low aptitude tasks were defined by technical advisers. These tasks were then rated on nine factors by Air Force instructors who also described low aptitude job types and gave their opinion concerning the possibilities for advancement and training of low aptitude personnel. In an evaluation of the research methodology, strengths and weaknesses of the opinion survey method were delineated. The relative ease with which the task lists were constructed lent support to the utility of the method. A limitation in the method was recognized in the inability to control for systematic rater bias. (Author)

ED 054 317 VT 010 848

Mayo, Clyde C.

Three Studies of Job Inventory Procedures: Selecting Duty Categories, Interviewing, and Sampling.

Lifson, Wilson, Ferguson, and Winick, Inc., Dallas, Tex.

Spons Agency—Air Force Personnel Research Div., Lackland AFB, Tex.

Report No.—AFHRL-TR-69-32

Pub Date Nov 69

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Armed Forces, Bibliographies, *Interviews, *Job Analysis, *Sampling, Tables (Data)

Identifiers—Technical Advisers, *United States Air Force

Three United States Air Force job inventory procedures were studied in depth, categorizing task statements by duties, interviewing technical advisers for job information, and detecting bias in survey samples. Variations in the usual grouping of supervisory tasks were found to be occasionally necessary. Depending upon the career ladder surveyed, nonsupervisory tasks are best organized by work section, function, or equipment format. Criteria are suggested for determining the point at which interviews become more productive than publication research. Interviewing is more effective when advisers are chosen according to experience, rank, kind of organization to which assigned, and job type. An analysis of trends in 10 survey samples showed few unexplainable underrepresentations. (Author)

ED 054 318

VT 010 849

Lau, Alan W. And Others

An Analysis of the Navy Vocational Interest Inventory as a Predictor of Career Motivation.

Naval Personnel Research Activity, San Diego, Calif.

Spons Agency—Office of Naval Research, Washington, D.C.

Report No.—SRR-69-27

Pub Date Jun 69

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, Enlisted Men, *Interest Tests, *Military Personnel, Motivation, *Predictive Ability (Testing), *Statistical Analysis, *Vocational Interests

Identifiers—Navy Vocational Interest Inventory, NVII

As part of a program to evaluate noncognitive tests for use in identifying enlisted men most likely to remain in the Navy, the Navy Vocational Interest Inventory (NVII) was analyzed for its ability to predict career motivation. The NVII was administered experimentally to incoming students at seven "A" schools varying widely in curriculum. Scores were obtained on two different types of scales, empirically derived occupational scales and homogeneous (area) scales. A reenlistment criterion was later obtained for each man by searching enlisted Navy personnel records. Mean NVII occupational key and area scale scores were computed for reenlistees and nonreenlistees in each school. An intercorrelation matrix was computed for each school, and multiple-regression analyses were completed on occupational keys and area scales using retention as the criterion variable. The area scales were analyzed for their ability to differentiate men in different ratings. Analysis of the data indicated that both the occupational keys and the area scales aided in identifying "A" school students most likely to remain in the Navy. Although the differences were not substantial, the occupational keys were somewhat more effective than the area scales in predicting reenlistment. (Author)

ED 054 319

VT 010 850

Lau, Alan W. Abrahams, Norman M.

Area Scales of the Navy Vocational Interest Inventory as Predictors of School Performance and Rating Assignment.

Naval Personnel Research Activity, San Diego, Calif.

Spons Agency—Office of Naval Research, Washington, D.C.

Report No.—SRR-70-1

Pub Date Jul 69

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *Armed Forces, Bibliographies, Graphs, *Interest Tests, *Predictive Ability (Testing), *Statistical Analysis, Tables (Data), Test Results, Test Validity

Identifiers—Navy Vocational Interest Inventory, NVII

The purpose of this research is to evaluate the effectiveness of the area (homogeneous) scales of the Navy Vocational Interest Inventory (NVII) as predictors of Class "A" school achievement and as measures of rating differentiation by comparing specific occupational scales with more general interest measures—the NVII area scales. The NVII was administered experimentally to samples of incoming students at six Class "A" schools varying widely in curriculum and to a sample of students in the Submarine School. In addition to NVII area scales, scores on Basic Test Battery (BTB) subtests were available for men in each school.

Multiple correlations were computed, thus allowing validity comparisons of the BTB in predicting Class "A" school achievement to be made with and without the addition of NVII area scales. These multiples were compared to multiples obtained using occupational key scores. Average area scale profiles of the various occupational groups were compared to those obtained using occupational key profiles. The area scales were found to be as effective as occupational scales in differentiating the interest patterns of men in various schools and to contribute significantly to the prediction of Class "A" school achievement. It was concluded that the differences between the two types of scales were not substantial. (Author)

ED 054 320

VT 010 864

Weightlifting Provisions for Women by State.

Women's Bureau (DOL), Washington, D.C.

Pub Date Jun 69

Note—10p.

Available from—Women's Bureau, Wage and Labor Standards Administration, U.S. Department of Labor, Washington, D.C. (no charge)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Labor Conditions, *Labor Laws, *State Standards, *Working Women

Identifiers—Weightlifting Regulations

Ten states and Puerto Rico now have weightlifting limitations for women workers. Minnesota, Ohio, and Puerto Rico restrict by statute, Alaska, Maryland, New York, and Utah by regulation, Oregon and Washington by wage order, and California and Massachusetts by a combination of these methods. The most frequent means of enforcing these is by investigation of individual complaints or by a combination of complaint, investigation, and regular safety inspection. Although many states have the power vested in their safety departments to issue orders specifying the amount of weight a woman worker may lift, only nine states and Puerto Rico have issued a general order covering all women in an industry or occupation. A list of the states, provisions, coverage, and flexibility are included in the report. This document is a revision of ED 014 588. (BC)

ED 054 321

VT 010 897

[New Approaches in the Use of Volunteer Services.] Volunteer Services Project 1115. Final Report.

Wisconsin State Dept. of Health and Social Services, Madison.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date Aug 69

Note—117p.

Available from—State of Wisconsin Department of Health and Social Services, State Capitol Building, Madison, Wisconsin 53702

Document Not Available from EDRS.

Descriptors—*Program Guides, Records (Forms), Recruitment, *Voluntary Agencies, *Volunteers, *Volunteer Training, *Welfare

Identifiers—Milwaukee County

This project provided for the assignment of a volunteer services consultant and assistant to the State public welfare agency staff to develop, direct, and coordinate volunteer services and special projects for volunteers in the public welfare setting. These individuals interpreted the need for and potential of volunteer services, and assisted local public welfare agencies in selecting, training, and supervising volunteers. This project strengthened the public welfare social service program and demonstrated the usefulness of volunteers in extending and enriching social services. An outline guide for orientation and training of volunteers in Milwaukee County is included. (Author)

ED 054 322

VT 010 901

Sussman, Marvin B. And Others

Professional Associations and Memberships in Rehabilitation Counseling.

Western Reserve Univ., Cleveland, Ohio. Dept. of Sociology and Anthropology.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No.—WP-2

Pub Date Oct 65

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Careers, Charts, *Counselor Training, *Professional Associations, *Rehabilitation Counseling, Tables (Data)

As part of a study of the career contingencies of the rehabilitation counselor, an examination was made of the role, membership patterns, and goals of three professional associations—the National Rehabilitation Counseling Association (NRCA), the American Rehabilitation Counseling Association (ARCA), and the American Psychological Association (APA). Some preliminary conclusions were: (1) Association memberships differ greatly according to the institutional milieu in which counseling tasks are performed, with Veterans Administration personnel in APA, State Vocational Rehabilitation counselors in NRCA, and private agency workers divided fairly evenly among the three associations, (2) The analysis of professional association affiliations in different work settings and regions suggests that there is no single organization which can speak for the needs of rehabilitation counseling as an emerging profession, (3) Training requirements differ by institutional setting, and (4) A future trend may be to consider counseling as an occupational entity, with guidance counseling, employment counseling, rehabilitation counseling, and the like as specialties. (SB)

ED 054 323

VT 010 919

Price, Daniel O.

A Study of Economic Consequences of Rural to Urban Migration. Final Report, Volume I. Tracor, Inc., Austin, Tex.

Spons Agency—Office of Economic Opportunity, Washington, D.C. Office of Planning, Research, and Evaluation.

Pub Date Dec 69

Note—53p.

Available from—National Technical Information Service, Springfield, Va. 22151 (MF \$9.95, see catalog for hard copy price)

Document Not Available from EDRS.

Descriptors—*Anglo Americans, *Economic Factors, Interviews, *Mexican Americans, Migration, *Migration Patterns, *Negroes, Relocation, Rural Areas, Southern States, Urban Areas

This is the first volume of a three-volume study that examined the types of people who are better off by moving from a rural to an urban area and considered possible intervention in the rural-urban migration process. The population for the study was composed of Mexican-Americans who migrated from South Texas to San Antonio and Chicago, Negroes who moved from Yazoo County, Mississippi to Chicago, and Anglo-Americans who migrated from Butler County, Kentucky to Louisville and Indianapolis. Interviews were conducted with rural residents and with migrants from rural areas to specified urban areas. Male Anglos and Mexican-Americans were interviewed and both male and female Negroes were interviewed because of the unusual economic role of the Negro female. Volume I contains a summary of the program, plan and design of the research project, and an index. Volume II and III, which are the body of the report, are available as VT 010 920 and VT 010 921, respectively. (BC)

ED 054 324

VT 010 920

Price, Daniel O.

A Study of Economic Consequences of Rural to Urban Migration. Final Report, Volume II. Tracor, Inc., Austin, Tex.

Spons Agency—Office of Economic Opportunity, Washington, D.C. Office of Planning, Research, and Evaluation.

Pub Date Dec 69

Note—368p.

Available from—National Technical Information Service, Springfield, Va. 22151 (MF \$9.95, see catalog for hard copy price)

Document Not Available from EDRS.

Descriptors—Anglo Americans, Attitudes, *Economic Factors, *Education, *Income, Interviews, Living Standards, Mexican Americans, *Migration Patterns, Negroes, *Occupations, Rural Areas, Southern States, Urban Areas

This is the second volume of a study that evaluated rural migration patterns of Mexican Americans, Negroes, and Anglo-Americans who moved from the Southern States to urban areas. Six of the 14 chapters in the report are included in this volume, covering analysis of occupational distribution among white collar, blue collar and semiskilled, unskilled, and agricultural workers, and a comparison of incomes and education. Patterns of migration are also analyzed, as well as at-

itudinal differences between migrants and non-migrants. The final chapter constructs a profile of differences in levels of living of nonmigrants and migrants and contrasts the two. Volume I, containing a summary of the program and design of the research project, is announced as VT 010 919. Volume III, which is concerned with migrant adjustment and impact of outmigration on the rural area, is announced as VT 010 921. (BC)

ED 054 325 VT 010 921
Price, Daniel O.

A Study of Economic Consequences of Rural to Urban Migration. Final Report, Volume III. Tracor, Inc., Austin, Tex.

Spons Agency—Office of Economic Opportunity, Washington, D.C. Office of Planning, Research, and Evaluation.

Pub Date Dec 69

Note—242p.

Available from—National Technical Information Service, Springfield, Va. 22151 (MF \$9.5, see catalog for hard copy price)

Document Not Available from EDRS.

Descriptors—Adjustment (to Environment), Anglo Americans, Family Characteristics, Mexican Americans, Migrant Problems, Migration Patterns, Negroes, Rural Areas, Southern States, Urban Areas

This is the third and last volume of a study that analyzed rural migration patterns of Mexican Americans, Negroes, and Anglo-Americans who moved from the Southern States to urban areas. Six of the 14 chapters are included in this report. The study examines differences in family characteristics between migrants and nonmigrants, migrants' perceptions about anticipated conditions in the city and actual conditions, and adjustment of urban migrants to their new surroundings. The report also reviews the advice of urban migrants on steps to be taken before moving, the conditions necessary for migrants to return to their former residences, and the effect of out-migration on rural areas. Volume I, containing a summary of the program and design of the research project, is announced as VT 010 919. Volume II reviews differences in levels of living and attitudes, education, occupation, income, and migration patterns, and is announced as VT 010 920. (BC)

ED 054 326 VT 010 928
Murphy, J. O.

The Development of a Syllabus for Instruction of Communicative Skills in a Rehabilitation Center for the Blind. Final Report.

Arkansas Enterprises for the Blind, Inc., Little Rock.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date 30 Jun 69

Note—111p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Blind, Communication Skills, Curriculum Guides, Records (Forms), Rehabilitation, Rehabilitation Programs, Tables (Data)

The purpose of this demonstration project was to determine what syllabi existed for the instruction of communicative skills in a rehabilitation center for the blind, and to develop appropriate syllabi for these skills. A study of instruction in eight rehabilitation centers representing voluntary state and federally sponsored agencies revealed that a syllabus for the entire area of communicative skills did not exist. Some centers had excellent material and detailed plans of instruction in specific areas. All participating centers liberally contributed samples of instructional and evaluation materials. Syllabi for the following six areas of communicative skills instruction were developed: (1) braille usage (reading and writing), (2) reading by listening, (3) reading by use of residual vision, (4) typewriting, (5) oral communication, and (6) arithmetic and related computation skill. The syllabi were designed to help instructors evaluate the person seeking services, set realistic goals of achievement, and interpret goals in terms of functional rehabilitation performance. (Author/BC)

ED 054 327 VT 010 962

McElroy, Robert C. And Others

Potential Mechanization in the Flue-Cured Tobacco Industry—with Emphasis on Human Resource Adjustment.

Economic Research Service (DOA), Washington, D.C.

Report No—AER-169

Pub Date Sep 69

Note—82p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (A983.28:169, \$6.5)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Agricultural Laborers, Agricultural Machinery, Agricultural Production, Charts, Employment Trends, Farmers, Farm Labor, Federal Programs, Labor Demands, Manpower Needs, Tables (Data), Technological Advancement, Tobacco

Identifiers—Southeastern United States

Large numbers of people are still employed in production, marketing, and processing of flue-cured tobacco in eight agricultural subregions in five southeastern states. Mechanization and new technology which is being introduced could result in substantial economic and social problems unless new economic opportunities are developed. However, mechanization has been slowed down by government tobacco programs, which limit acreage and production, and by the uncertain demand for future tobacco products. In 1967, about 295 million man-hours of labor were needed to produce the flue-cured tobacco crop, but if current technological methods were adopted this could be reduced by one-half. A mechanical harvesting system requires a \$52,000 outlay for a 40-acre tract. Mechanization would affect 84,000 commercial tobacco farms with over 350,000 residents. In 1966 about 4.1 million residents resided in the area under study. As mechanization releases farm workers from their jobs, growth in nonfarm employment will be necessary to prevent an economic recession and considerable outmigration from the area. (BC)

ED 054 328 VT 010 963

Preitz, Clarence H.

Goals and Basic Units of Instruction for Treatment Media Courses for the Preparation of Occupational Therapists.

Wayne State Univ., Detroit, Mich.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date Dec 69

Note—103p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Bibliographies, College Curriculum, Curriculum Guides, Instructional Materials, Interviews, Occupational Therapists, Occupational Therapy, Professional Education, Records (Forms)

The specific problem of this research was to ascertain and establish the essential major goals for university level treatment media courses for the professional preparation of occupational therapists and to determine basic units of instruction to contribute to the fulfillment of such goals. Course outlines and a syllabus were researched to determine the prevailing goals for treatment media courses. A list of fundamental activities which was formulated from textbooks used to support and supplement instruction, became part of the Interview Schedule used to gather data in selected facilities throughout the nation. This instrument was pretested in a pilot study. The data gathered by observing 445 patients and interviewing 143 therapists provided guidelines for formulating a list of proposed goals and basic units of instruction. A panel of consultants then reviewed this list to determine that they were realistic and attainable for occupational therapy students. Finally a Commission evaluated each goal and basic unit of instruction as to its essentiality for organizing and structuring course materials in treatment media. This report is a summary of a dissertation which is available as ED 038 517. (Author/BC)

ED 054 329 VT 012 103

Summer Institute in Agricultural Mechanics Education, Southern Region, Proceedings (Blacksburg, Virginia, August 3-7, 1970).

Southern Regional Education Board, Atlanta, Ga.; Virginia Polytechnic Inst. and State Univ., Blacksburg.

Pub Date Aug 70

Note—136p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Agricultural Education, Agricultural Engineering, Conference Reports, Educational Objectives, Electricity, Speeches, Summer Institutes, Teacher Education, Vocational Agriculture, Vocational Agriculture Teachers, Welding

This summer institute emphasizes the establishment of minimum measurable standards of attainment in agricultural engineering phases of teacher education in agriculture. Speeches presented are: (1) "Where We Are in Agricultural Mechanics Education," by Alfred H. Krebs, (2) "Research Offerings for More Effective Teaching in Agricultural Mechanics," by John H. Rodgers, (3) "Changes in Agricultural Engineering That Will Affect Teaching in Agricultural Mechanics Education," by G.E. Henderson, (4) "Teacher Education in Agricultural Mechanics—Its Role in the Future," by George W. Wieggers, Jr., (5) "Identifying Instructional Areas in Agricultural Mechanics," by William C. Boykin, Sr., (6) "Trends in Vocational Agriculture and Agricultural Mechanics Education," by H.N. Hunsicker, (7) "Preparing Educational Objectives, Defining Affective Goals, Evaluating the Usefulness of Objectives, Analyzing Performance Problems," by Robert F. Mager, (8) "Appropriate Terminology for Agricultural Mechanics Education," by Carlton E. Johnson, and (9) "Suggested Courses in Agricultural Mechanization for Agricultural Education Graduates on the College Level," by Roland R. Harris. Appended are an evaluation, summary, and task force reports for metals, soldering, electricity, arc welding, gas welding and cutting. (FM)

ED 054 330 VT 012 185

Program for Educational Mobility for Health Manpower (The Basic Sciences), June 12-August 25, 1970. Preliminary Report.

Coordinating Council for Education in the Health Sciences for San Diego and Imperial Counties, Calif.

Pub Date 70

Note—69p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Core Curriculum, Curriculum Development, Educational Mobility, Entry Workers, Health Occupations Education, Occupational Information, Paramedical Occupations, Science Courses, Task Analysis, Task Performance, Workshops

Community college administrators and faculty in the areas of anatomy, physiology, chemistry, physics, and microbiology attended an 11-day workshop to redefine, modify, and develop science concepts for a core curriculum in the allied health field. To achieve workshop objectives, the committee heard presentations by consultants, visited clinical areas utilized in teaching, and collected task analyses of the entry-level tasks for medical assistant, dental assistant, radiologic technologist, inhalation therapist, licensed vocational nurse, registered nurse, and physical therapist assistant. On the basis of the task analysis, instructional units in anatomy and physiology, microbiology, physics and math, and chemistry were proposed for each occupational area. Before making final recommendations, the committee members decided to report the proposed curriculum to their departments and colleges and then plan for a later workshop. Consultants and organizations contacted, job descriptions, and a sample dental assisting program are appended. A second report is available as VT 012 909 in this issue. (SB)

ED 054 331 VT 012 725

Gillie, Angelo C.

Employment Characteristics of The Pennsylvania State University Associate Degree Graduates.

Pennsylvania State Univ., University Park. Dept. of Vocational Education.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg.

Pub Date Jan 71

Note—93p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Associate Degrees, College Graduates, Drafting, Electronics, Employment Patterns, Graduate Surveys, Occupational Mobility, Questionnaires

As part of an overall study concerned with determining the relationships between the associate degree electronics engineering technology and drafting design technology graduates and various factors, this following study of Pennsylvania graduates considers employment experience and place of residence. A stratified random sample of 33 percent of the 6,200 graduates from the years 1955-1969 was surveyed on both first and present jobs to show job trends and mobility. A residential distribution of graduates is included in addition to the job patterns. Abundant tables and

graphs provide the data. Related documents are available as VT 013 460 and VT 013 461. (BH)

ED 054 332 VT 012 909
Program for Educational Mobility For Health Manpower (The Basic Sciences), December 28-December 31, 1970. Second Report.

Coordinating Council for Education in the Health Sciences for San Diego and Imperial Counties, Calif.

Pub Date 70

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Core Curriculum, *Curriculum Development, *Educational Mobility, Educational Philosophy, Educational Research, Entry Workers, *Health Occupations Education, Instructional Staff, Manpower Development, Occupational Mobility, *Paramedical Occupations, Program Evaluation, Science Curriculum

To offer an integrated science curriculum that will provide sufficient depth, breadth, and lattice mobility as well as meet basic science needs upon which to build performance success for allied health professionals and technicians, several areas of concern, including basic philosophy, administrative support, faculty involvement, process and product, research input, and evaluation, need to be considered. In any effort to change the curriculum, the employing agency has to redesign certain task descriptions and job slots for the entry health worker and also must provide for worker upward mobility. Administrative support from the medical society and its specialty boards as well as from educational administrators is also necessary. Moreover, without active faculty participation, the curriculum change is doomed. Research is necessary to evaluate the modules developed for chemistry, physics, physiology, health education, and biomedical technology, as well as to share results with others. Additional evaluative data in the form of longitudinal follow-up studies should be instituted. Several sample modules are appended. A related document is available as VT 012 185 in this issue. (SB)

ED 054 333 VT 012 930

Assessment of the Current Status of Regional Occupational Centers and Regional Occupational Programs.

California State Advisory Council on Vocational Education and Technical Training, Sacramento. Pub Date Jan 71

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Area Vocational Schools, Educational Finance, Program Development, *Program Effectiveness, Program Evaluation, *Regional Programs, *Regional Schools, State Boards of Education, State Legislation, *Vocational Training Centers

Identifiers—*California

Because of a lack of acceptance of area vocational schools in the State, the California legislature passed broader legislation providing for regional occupational centers and regional occupational programs, with the responsibility for planning, operating, and financing the programs delegated to the county school superintendents in conjunction with the local districts. Although the occupational centers have been implemented successfully in areas lacking existing vocational programs, the trend has been toward regional occupational programs, with their lower cost resulting from greater utilization of existing facilities and personnel. In addition, they provide a broader education and are more closely related to the present high school concept, making them less susceptible to negative attitudes toward vocational education. Tentative guidelines and a listing of existing programs and centers are appended. (BH)

ED 054 334 VT 013 103

Prevocational Exploratory Programs in Manpower Development and Training.

Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Report No.—OE-87053

Pub Date 70

Note—65p.

Available from—Superintendent of Documents, U.S. Government Printing Office Washington, D.C. 20402 (HE5 287:87053, \$6.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Guides, *Adult Vocational Education, *Culturally Disadvantaged,

*Federal Programs, Prevocational Education, Program Guides

Identifiers—*Occupational Exploration

This administrator guide describes the objectives and organization of prevocational exploration. After presenting a brief history of manpower legislation, the guide discusses the role and objectives of prevocational education and describes trainee characteristics which have implications for the program. Procedures for developing and implementing a program are included. Sample schedules, organization charts, and forms are appended. (BH)

ED 054 335 VT 013 120

Equivalency and Proficiency Testing. A Descriptive Compilation of Existing Testing Programs in Allied Health and Other Health Occupations, with an Annotated Bibliography.

National Institutes of Health (DHEW), Bethesda, Md. Div. of Allied Health Manpower.

Pub Date 71

Note—87p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated

*Equivalency Tests, *Health Occupations, *Health Personnel, Job Placement, Manpower Utilization, *Testing Programs

Identifiers—*Proficiency Tests

The use of tests to equate knowledge, experience, and skill with prescribed levels of formal training, and to match people with jobs on the basis of measurable ability to perform them, has received increasing attention by those concerned with manpower shortages in health-related occupations. Basic to the concept of career mobility is the need to evaluate the individual's abilities by proficiency and equivalency tests in order to allow his advancement to the appropriate rung of the career ladder. This document includes an extensive report on testing programs of Federal and state licensure examinations, proficiency/equivalency examinations, and a number of certification examinations of national boards and registries in the medical laboratory field and in other fields. Testing programs in other related fields which are discussed include the U.S. Civil Service Commission Examination, tests of General Education Development (GED) and the Trade and Industrial Teachers' Competency Examinations. A nine-section annotated bibliography includes 108 entries. (Author/GEB)

ED 054 336 VT 013 209

Kohen, Andrew I. Parnes, Herbert S.

Career Thresholds: A Longitudinal Study of the Educational and Labor Market Experience of Male Youth. Volume Three.

Ohio State Univ., Columbus. Center for Human Resource Research.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date May 70

Note—164p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Career Choice, Educational Status Comparison, Employment Opportunities, *Individual Characteristics, Longitudinal Studies, *Males, Negro Employment, Occupational Mobility, *Socioeconomic Status, *Student Enrollment, *Youth Employment

This progress report summarizes the findings of a third round of interviews with a cohort of young men between 14 and 24 years of age. These 1968 interviews provide data on the changes in educational and employment status during the 2 years between the first and third surveys. The data show that about 30 percent of those in school both years revised their educational goals. Revision of occupational aspirations was found to be strongly associated with discontinuation of formal schooling. Examination of net changes in labor force participation and unemployment rates between the first and third surveys showed that very little of the increase in participation and decrease in unemployment was attributable to labor market conditions. An exception was a rise in unemployment among students, apparently due to a depressed labor market in 1968. In general, leaving school and aging had the expected positive effects on participation. Volumes One and Two of the study are available as MP 000 718 and ED 047 104 respectively. (BH)

ED 054 337 VT 013 368

A Guide to Child Labor Provisions of the Fair Labor Standards Act.

Wage and Hour and Public Contracts Divisions

(DOL), Washington, D.C.

Report No.—Child-Lab-Bull-101

Pub Date 71

Note—35p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (L22.14:101/14, \$2.20)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Apprenticeships, *Child Labor Laws, Cooperative Education, *Employment Practices, Federal Laws, *Federal Legislation, *Vocational Education, Work Experience Programs, *Youth Employment

Identifiers—*Fair Labor Standards Act

This revised guide to the child labor provisions of the Fair Labor Standards Act contains general information useful to employers and coordinators of cooperative and work experience programs involving employment of youth under 18 years of age. Included in the document are provisions relating to: (1) age standards, (2) coverage of the act, (3) exemptions from the act, (4) hazardous occupations, (5) employment of 14 and 15 year old minors, (6) age certificates, (7) violation penalties, and (8) state laws. This document is a revision of ED 027 409. (SB)

ED 054 338 VT 013 369

Loose, Garrie J. Altenderfer, Marion E.

Health Manpower in Hospitals.

National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Professions Education and Manpower Training.

Pub Date 71

Note—88p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HE20. 3114:H79, \$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Analysis, Employment Opportunities, Health Education, *Health Occupations, *Hospital Personnel, *Manpower Needs, *Manpower Utilization, *National Surveys

Identifiers—*Division of Manpower Intelligence, DMI

This is the first in a series of Division of Manpower Intelligence (DMI) reports designed to contribute to a better understanding of health education and training. This report presents national and regional estimates of the numbers of professional, technical, and other personnel employed in hospitals in the United States. Number of employees, budgeted positions vacant, and additional current manpower needs are reported by occupational category of personnel and by ownership and type of hospital. The primary focus of the statistics and analyses in this report is on community hospitals which made up approximately 6,500 out of an estimated 7,930 hospitals in 1969. Future reports will present the results of more detailed analyses of levels of staffing and of needs. (GEB)

ED 054 339 VT 013 376

McCowan, Richard J. Mongerson, M. Duane

Employment Status and Attitudes of Secondary School Occupational Education Graduates in New York State.

New York State Education Dept., Albany. Bureau of Occupational Education Research; State Univ. of New York, Buffalo. Educational Research and Development Complex.

Pub Date Mar 71

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Employment Patterns, *Graduate Surveys, *High School Graduates, *Occupational Choice, Occupational Guidance, Sampling, School Attitudes, Statistical Analysis, *Vocational Education, *Work Attitudes

Identifiers—New York State

This survey analyzed the attitudes and educational and occupational patterns of 1969 high school graduates from vocational programs. Over half of a stratified random sample of nearly 3,000 graduates responded to the questionnaire after four followups. Summary data were grouped into five categories: (1) geographic distribution, (2) general information, (3) employment patterns, (4) attitudes assessed by semantic differential, and (5) interview information. Findings that most graduates did not enter a job area in which they were trained indicate that flexible vocational education is more appropriate than specific training. Shortcomings were disclosed in guidance, follow-up, and, to some extent, placement. (JS)

ED 054 340 VT 013 381

Miller, Jack Dean

A Factor Analysis of Professional Education Competencies and Selected Community College Instructors.

Pub Date Jun 71

Note—98p.; Ed.D. Dissertation, Oregon State University

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 7125069, MF \$4.00; Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Ability Identification, *Business Education, *Community Colleges, Distributive Education, Doctoral Theses, Factor Analysis, *Opinions, *Teacher Attitudes, Teacher Education, *Teacher Qualifications, Vocational Education

In order to determine the professional education competencies of selected community college vocational instructors, a mail survey questionnaire containing 99 competencies together with a five-point Likert-type scale was used to gather data from a random sample of 160 instructors of business and distributive education at the community college level in four western states. Data were analyzed to determine if there were differences among the community colleges in their responses to the competencies contained in the questionnaire. The factor analysis of data revealed that the business and distributive education instructors agreed in their responses and demonstrated that it is possible to generate factors containing clusters of common professional education competencies. Competencies which clustered under the factors of Instructional Management and Teaching-Learning Process were judged to require the highest level of proficiency. (MU)

ED 054 341 VT 013 394

Analysis of WIN Program Automated Termination Data.

Analytic Systems, Inc., Vienna, Va.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date 9 Nov 70

Note—138p.

Available from—National Technical Information Service, Operations Division, Springfield, Va. 22151 (PB 197 260, MF \$0.95, see catalog for hard copy price)

Document Not Available from EDRS.

Descriptors—Data Processing, *Employment Programs, *Federal Programs, Job Placement, Job Training, *Labor Economics, Manpower Development, *Program Evaluation, Program Improvement, *Statistical Analysis, Statistical Data

Identifiers—WIN, *Work Incentive Program

This report contains an analysis of the Work Incentive Program (WIN) termination data collected and maintained by the Department of Labor, specifically the Office of Manpower Management Data Systems (OMMDS). WIN projects enrolled their first clients in October 1968, nearly 6,000 people. By the end of March 1970, there were approximately 150,000 enrollments and 60,000 terminations. Each enrollment and termination requires the preparation of an individual form which OMMDS maintains in a computerized file for a variety of purposes. This report is an analysis of the above data and an assessment of its accuracy and overall utility. Major sections of this report cover (1) findings and recommendations, (2) a review of the WIN program and reporting systems, (3) the study data base, (4) an analysis of participation in the program, (5) an analysis of biographic characteristics, and (6) an appendix, which includes numerous statistical tables. Based on the findings, recommendations included: (1) Data reporting and processing procedures should be improved, and (2) Several on-site reviews should be made, particularly to determine the impact of WIN on participants under age 22 and to improve their placement level. (Author/JS)

ED 054 342 VT 013 411

Neighborhood-Based Child Care Services for the Inner City: A Service Model, A Staffing Plan and A Program Implementation Strategy.

Illinois State Dept. of Labor, Chicago, Ill. Human Services Manpower Career Center.

Spons Agency—Illinois State Board of Vocational Education and Rehabilitation, Springfield. Vocational and Technical Education Div.

Pub Date Feb 71

Note—92p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Ladders, Career Opportunities, Child Care Workers, Clerical Workers, Community Programs, *Day Care Services, Disadvantaged Groups, Feasibility Studies, Human Services, *Inner City, *Models, Occupational Mobility, Program Administration, *Program Development, Vocational Education Identifiers—*Career Development

This feasibility study was undertaken to develop an integrated model for the delivery of neighborhood-based child care services to residents of the inner city which would: (1) put the needs of the child first, (2) provide supportive human services to the family unit, (3) provide inner city residents with career opportunities in the child care field, and (4) develop and sustain full community participation in program management. The proposed model consist of a Central Unit which serves a 25-block area and provides administrative and supportive services to five Mini-centers. Each Mini-center serves a five block area and provides service to eight to ten pre-school children, a similar number of school age children, and their parents. Employees are to be selected from the neighborhood and every effort will be made to utilize welfare mothers who wish to enter child care and human services careers. Six months prior to the opening of the Central Unit and Mini-Centers, and subsequently on an ongoing basis, all employees will participate in a training program. The career development program is based on a career ladder approach and allows workers to enter as a child development, human services, or clerical trainees and proceed with training and experience to higher competency and salary levels. Additional information and an implementation strategy are provided. (SB)

ED 054 343 VT 013 412

Evaluation of the Impact of Selected Urban Concentrated Employment Programs.

System Development Corp., Falls Church, Va.

Report No.—TM-WD-L-359-000-02

Pub Date 30 Nov 70

Note—149p.

Available from—National Technical Information Service, Operations Division, Springfield, Va. 22151 (PB-197330, MF \$0.95, see catalog for hard copy price)

Document Not Available from EDRS.

Descriptors—*Disadvantaged Groups, *Employment Programs, Job Training, *Manpower Development, Program Attitudes, Program Effectiveness, *Program Evaluation, Program Improvement, *Urban Areas, Vocational Education

Identifiers—CEP, Concentrated Employment Program

To identify and assess the impact of the Urban Concentrated Employment Program (CEP) on 14 selected cities, each community was divided into the three major areas of potential impact—the general community, employers, and participants in the program. Data were obtained from interviews and mailed questionnaires. Several operational factors limited the actual impact of CEP on the community, however the program significantly increased public awareness of the nature and scope of poverty and the problems of the disadvantaged. CEP's major impact at state level was on the state employment offices. In many states civil service regulations were modified to allow hiring of disadvantaged. Employers for the most part agreed with the need for programs like CEP and the objectives of such efforts. However, many non-participating employers had not been acquainted with the program, and many participating employers questioned the cost-effectiveness. Participants displayed generally positive attitudes, and it was concluded that the program provided improved employment in terms of wages and advancement potential for over half the participants. It was felt that greater emphasis should be placed on orienting the trainee in the area of individual responsibility to the new job and the employer. (CD)

ED 054 344 VT 013 437

Geteles, Frances And Others

A Cooperative Vocational Pattern for In-School Mentally Retarded Youth.

Occupational Center of Essex County, Orange, N. J.

Spons Agency—Vocational Rehabilitation Administration (DHEW), Washington, D.C.

Note—102p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Control Groups, *Cooperative Education, Experimental Groups, Experimental Programs, Low Ability Students, *Males, Mental Retardation, *Trainable Mentally Handicapped, *Vocational Education, *Work Study Programs

This project was established to experiment with a work-study program for mentally retarded youth in the hope that it would improve the vocational functioning of these adolescents. The 300 male students, aged 14 to 18 with IQs ranging from 43 to 83, were divided into an experimental group and a control group for the purpose of the project. The experimental group was treated in a program where the following changes were instituted: the time spent in academic pursuits was reduced from 5 days to 3 days; the school curriculum was modified to include a greater emphasis on vocationally-related material; and the students were assigned to a community workshop for additional training and rehabilitation services on the 2 days they no longer attended school. The control group remained in school for the full 5 days per week. Results showed that more of the experimental group completed their year in school than did the control group. Fewer of the experimental group were institutionalized during or after the project, and some showed signs of personal growth. (GEB)

ED 054 345 VT 013 459

Hoff, Wilbur

The Use of Health Aides in Migrant Health Projects.

Health Services and Mental Health Administration (DHEW), Bethesda, Md. Community Health Services.

Pub Date 70

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Ladders, *Guidelines, Indigenous Personnel, Job Training, *Manpower Development, *Manpower Utilization, *Migrant Health Services, Migrant Workers, Occupational Information, Program Evaluation, Program Planning, Recruitment, *Subprofessionals, Supervisory Activities, Work Experience

Intended for migrant project administrators and other professional workers, this document contains recommendations developed from a nationwide study for evaluating the utilization and effectiveness of health aides (indigenous workers) in migrant health programs. Recommendations are provided for five major phases of activity essential for effective utilization of auxiliary health personnel, including: (1) initial planning, (2) recruitment and selection, (3) training, (4) work supervision, and (5) evaluation. The recommendations identify the component parts of each phase and describe their development in a logical time sequence. A classification system for health aide activities, sample evaluation form, and job descriptions and career ladder examples for community health aide, community nursing aide, and sanitation aide are appended. (SB)

ED 054 346 VT 013 460

Gillie, Angelo C. Olson, Richard R.

Pennsylvania State University Associate Degree Technician Graduates: Some Demographic Variables.

Pennsylvania State Univ., University Park. Spons Agency—Pennsylvania State Dept. of Education, Harrisburg.

Note—100p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Associate Degrees, College Graduates, *Demography, *Drafting, *Electronics, Electronic Technicians, Employment Experience, *Employment Patterns, Graduate Surveys, Individual Characteristics, *Occupational Mobility, Questionnaires

As part of an overall study concerned with determining the relationships between the graduates of electronics and drafting design technology curriculums and various factors, this follow-up study of Pennsylvania graduates considers a number of demographic factors. Some of the factors are: (1) marital status, (2) salaries, (3) distance from hometown to jobs, (4) job changes, (5) degrees, (6) military experience, and (7) interrelationships among some of the above. A stratified random sample of 33 percent of the 6,200 graduates from 1955-1969 was surveyed on both first and present jobs to show job trends and mobility. The data are thoroughly displayed in tables.

bles and graphs. Related documents are available as VT 012 725 and VT 013 461. (GEB)

ED 054 347 VT 013 461

Gillie, Angelo C.
Associate Degree Technicians' Judgments on Quality of Instruction and Course Relevancy. Pennsylvania State Univ., University Park. Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Pub Date Feb 71. Note—161p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Associate Degrees, College Graduates, Drafting, *Educational Attitudes, Educational Quality, Electronics, Employment Patterns, *Graduate Surveys, *Instructional Improvement, Opinions, Questionnaires, Technical Education

This study is based on a total population of about 6,200 graduates of electronics and drafting design curriculums from each of the years 1955-1969. Thirty-three percent of this population was selected in a stratified random manner. The factors considered in this portion of the study deal with the judgmental values of the respondents for the four basic courses and twelve specialized topics for each curriculum. The judgments concerned: (1) quality of instruction, (2) need for coursework immediately after graduation, (3) need for coursework now, and (4) anticipated need of basic courses for future jobs. These data are graphically displayed to show the relationships between the judgments and the number of years since graduation. It was found that judgments relative to certain courses and topics varied in terms of years after graduation. Specific trends are given detailed treatment in the appropriate sections. Related documents are available as VT 012 725 and VT 013 460. (Author/GEB)

ED 054 348 VT 013 463

Implementation of Selected Missions, Vocational and Applied Arts Education Program. Final Report.

Wayne State Univ., Detroit, Mich. Dept. of Industrial Education.

Spons Agency—Michigan State Dept. of Education, Lansing, Div. of Vocational Education.

Pub Date Jun 71

Note—127p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Business Education, Curriculum Development, *Educational Objectives, *Educational Planning, Family Life Education, *Industrial Education, Instructional Materials, *Program Evaluation, *Program Improvement, Project Applications, Staff Improvement, Teacher Education Curriculum

Identifiers—Wayne State University

The first phase of this Special Vocational Teacher Education Project studied methods of updating the vocational and applied arts education program at Wayne State University. This included the classification of goals for divisional offerings, assistance in establishing divisional policies, and the development of a model for an undergraduate vocational teacher education program for transfer students from community colleges. The divisions referred to include the former departments of Industrial Education, Business Education, and Family Life Education at Wayne State University. Phases II and III were concerned with developing curriculum materials for industrial teacher education, developing trade competency examinations, and planning for the professional development of the staff. This final report describes what took place, what materials were developed, and the applications and response from the Industrial Education Curriculum Area. (GEB)

ED 054 349 VT 013 492

Carroll, Stephen J. Pascal, Anthony H.
Youth and Work: Toward a Model of Lifetime Economic Prospects.

Rand Corp., Santa Monica, Calif.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—Memo-RM-5891-OEO

Pub Date Apr 69

Note—62p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Patterns, *Economic Opportunities, Employment Opportunities, Experience, Income, Individual Characteristics,

*Mathematical Models, Perception, Unemployment, *Youth Opportunities
Identifiers—Equal Economic Opportunity

As part of an effort to reduce inequalities in economic opportunities confronting the young, this general model of youth behavior and opportunity was developed. Underlying the model are three sets of variables which influence economic opportunities: experience, perceptions, and opportunities. The relations between behavior at a point in time and opportunities over time are developed. With its emphasis on long run opportunities, the model has significant implications for policy analysis and program evaluation. (BH)

ED 054 350 VT 013 555

Fane, Xenia F.
New Directions for Vocational Home Economics. New York City Board of Education, Brooklyn, N.Y.

Spons Agency—American Home Economics Association, Washington, D.C.; American Vocational Association, Washington, D.C.

Pub Date Jan 71

Note—51p.; Report of a National Conference (Washington, D.C., Jan. 22-23, 1971)

Available from—Publications Sales, American Vocational Association, 1510 H Street, NW, Washington, D.C. 20005 (Order No. 41371, \$1.75)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, *Conference Reports, Disadvantaged Groups, Economic Factors, *Educational Programs, Educational Research, Employment Opportunities, Family Life, Females, *Home Economics Education, Post Secondary Education, Secondary Education, *Social Problems, Urban Education

A 2-day conference jointly sponsored by the American Home Economics Association and the American Vocational Association was attended by approximately 400 home economists who sought to determine new directions for vocational home economics. Some presentations were: (1) "The Cooperative Role of AHEA" by D. Hanson, (2) "Vocational Home Economics in the Real World" by M.D. Huff, (3) "The Year 2000 May Come Early: Home Economists Must Dare to Dream" by M.E. Hunt, (4) "New Dimensions for Home Economics" by E.M. Ray, (5) "Vocational Home Economics: Postsecondary and Adult Programs" by B.G. King, (6) "Challenges for Home Economics Teachers in Secondary Education" by M.D. Stogner, (7) "Current Challenges for Vocational Home Economics Urban Programs" by C.D. DiScipio, (8) "Priorities for the 1970's" by M. Reel, (9) "Current Challenges in Home Economics Education Research" by J.I. Dalrymple, (10) "The American Women Today" by E.J. Simpson, (11) "New Rhetoric for the Same Ideas or New Opportunities" by E.D. Koontz, (12) "Services to the Poor: New Trends and New Directions" by S.P. Simonds, (13) "Vocational Home Economics in a Trillion Dollar Economy" by R.C. Pucinski, (14) "Current Status of Vocational Home Economics" by M.L. Hunt, and (15) "Trends in Family Life" by C. Broderick. (SB)

ED 054 351 VT 013 558

Stevenson, William W.
Research in Vocational and Technical Education. Oklahoma Vocational Research Coordinating Unit, Stillwater.

Note—10p.; Presentation at the Western Regional Conference of Education Professions Development Act Fellows

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, Administrator Role, Educational Needs, *Educational Research, *Educational Researchers, Professional Personnel, *Research Needs, *Research Problems, Research Utilization, Speeches, Teacher Role, Technical Education, *Vocational Education

Research is a method of systematically looking at what we are doing—or should be doing—and determining how we can do it better. Consideration must be given to the how, the who, and the what of conducting research. The best guide for deciding how to carry on research is the underlying principle that the broadest involvement possible in the research effort will result in the broadest acceptance. The more people we can involve in the planning, the execution, and the analysis of the research effort, the more effective our efforts will be. Vocational research must be directed more toward programmatic kinds of in-

vestigations to answer questions facing practitioners day by day. If research is to contribute to an ongoing program of vocational and technical education, it must be used. A system is needed to combine, package, and deliver information to state and local administrators in the form and at the time it is needed to assist in the administrative decision making process. The application of research findings to classroom operations is even more difficult. Effective strategies must be used to bring about acceptance of research information and resultant change in administrative decisions or program operations. (GB)

ED 054 352 VT 013 563

Pumper, Fred John
Determination of Subject Matter Units Taught in Wisconsin and the Extent of Contribution Made Toward Meeting the National Objectives of Vocational Agriculture.

Pub Date 68

Note—219p.; Ph.D. Dissertation, Wisconsin University

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order no. 69-4427, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Agricultural Education, Content Analysis, Course Content, Data Collection, Doctoral Theses, *Educational Objectives, Questionnaires, *Relevance (Education), Teacher Characteristics, *Units of Study (Subject Fields), *Vocational Agriculture, Vocational Agriculture Teachers

Identifiers—Wisconsin

The primary purpose of this study was to identify the subject matter units taught, ascertain the length of time allotted to teaching of the subject matter units, and ascertain the extent of contribution made by categories of subject matter toward attaining national objectives of vocational agriculture in Wisconsin. The study also included a description of selected personal characteristics of agricultural instructors and selected environmental background conditions under which instructors teach. Data were obtained from a sample of vocational agriculture teachers by a mail questionnaire containing 131 subject matter units. Findings show that almost 85 percent of the teachers' instructional time was allotted to teaching animal science, farm business management, agricultural mechanics, plant science, and soil science. These subject matter categories contributed at a major level toward attaining the production agriculture competency objective and at a secondary level toward attaining the agricultural related occupations competency objective. (Author/GB)

ED 054 353 VT 013 583

The Lodging Industry's Image: How the Adults and Teenagers View Hotels and Motels as Employers and Overall.

Opinion Research Corp., Princeton, N.J.

Spons Agency—American Hotel and Motel Association, New York, N.Y.

Note—71p.

Available from—American Hotel and Motel Association, 888 Seventh Avenue, New York, N.Y. 10019 (\$2.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adults, *Hotels, Majority Attitudes, *Public Facilities, *Public Opinion, Public Relations, Sampling, *Surveys, Teenagers, *Work Attitudes

The objective of this study was to obtain an overall evaluation of hotels and motels with specific emphasis on the industry's image as an employer among the general public. Findings are based on a personal interview research survey conducted among 994 men and women 18 years of age and over, and among 622 teenagers living in private households in the United States. An advanced probability sampling technique was used so that the results could be generalized to the total U.S. population of adults and teenagers. Overall, the lodging industry enjoys a favorable image, having no prominent negative points. Although there is some criticism of high prices, 74 percent feel that "good value" is received for the money. Teenagers tend to have a more favorable image than do adults. (Author/GB)

ED 054 354 VT 013 635

Cicconi, Vincent A. Lahne, Herbert J.
Exclusive Union Work Referral Systems in the Building Trades.

Labor-Management Services Administration
(DOL), Washington, D.C.

Pub Date 70

Note—93p.

Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,
D.C. 20402 (LJ2:UN3/11, 41.00)

EDRS Price MF-\$0.65 HC-\$3.25

Descriptors—Administrative Policy, *Building
Trades, *Construction Industry, Employer At-
titudes, Employment Opportunities, *Employ-
ment Practices, *Labor Laws, Labor Unions,
*Minority Groups, Referral

Identifiers—*Work Referral Systems

With the current emphasis on opening employ-
ment opportunities in the construction industry to
minority groups, attention has been focused on
the industry's traditional hiring practices. This
study has examined: (1) the extent of exclusive
work referral systems in the construction indus-
try, (2) the procedures for the operation of such
systems as provided by key construction industry
collective bargaining agreements on file with the
Bureau of Labor Statistics, (3) the constitutions
of construction industry unions, and (4) the legal
status of work referral systems under Federal law.
It was found that exclusive union work referral
systems are legal provided they operate in a non-
discriminatory fashion. These systems are widely
used in the construction industry, cover approxi-
mately 1 million workers, and the unions are al-
most solely responsible for their administration.
More than half of the agreements provided a
grievance procedure to settle disputes involving
the work referral system. (Author/GEB)

ED 054 355 VT 013 681

Annotated References on: Engineering Main-
tenance, Sanitation Public Health, Sanitation
Health Care Facility, Housekeeping, and
Purchasing.

California Univ., Los Angeles. Div. of Vocational
Education.

Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.

Pub Date 70

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.25

Descriptors—*Annotated Bibliographies, *Health
Facilities, *Hospitals, Maintenance, *Public
Health, Purchasing, *Reference Materials,
Sanitation

Developed as part of the Allied Health Profes-
sions Projects, these five annotated bibliographies
contain resource materials from the following
areas: (1) Engineering Maintenance, 13 entries,
(2) Sanitation and Public Health, 15 entries, (3)
Hospital and Nursing Home Administration, 12
entries, (4) Hospital Housekeeping, 43 entries,
and (5) Hospital Purchasing 48 entries. Each
entry includes the author, title, publisher, date,
and number of pages. (MU)

ED 054 356 VT 013 706

Agency Training Centers for Government Em-
ployees.

Civil Service Commission, Washington, D.C. Bu-
reau of Training.

Report No.—Pam-T-5

Pub Date 71

Note—108p.; FY 1972 Revision

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Directories, *Educational Facili-
ties, *Educational Programs, Enrollment,
*Federal Government, *Government Em-
ployees, Interagency Coordination, Program
Costs

This directory is intended to provide informa-
tion on agency training centers to Federal offi-
cials, encourage better cooperation between
levels of government, and aid training officers in
course selection for employees in "Upward Mo-
bility" programs. The number and variety of pro-
grams are identified, and their general charac-
teristics and eligibility requirements are de-
scribed. Tables provide data on enrollment,
program costs, and distribution of programs by
area and agency. (BH)

ED 054 357 VT 013 710

Koo, Po-Ken

A Critical Study of Vocational-Industrial Educa-
tion in Taiwan.

Pub Date 68

Note—131p.; Ph.D. dissertation, Indiana Univer-
sity

Available from—University Microfilms, Inc., P.O.
Box 1764, Ann Arbor, Michigan 48106 (Order
no. 69-6747, MF \$4.00; Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Administrator Attitudes, Compar-
ative Analysis, Doctoral Theses, Employer At-
titudes, *Foreign Countries, *Industrial Educa-
tion, *Program Evaluation, Program Improve-
ment, Questionnaires, Teacher Attitudes, *Vo-
cational Education

Identifiers—*Taiwan

This study was concerned with determining the
kind of vocational-industrial educational pro-
grams that would best suit the needs of Taiwan.
The general conditions and provisions of 27 exist-
ing vocational-industrial programs were studied to
determine their strengths and weaknesses and to
provide a set of principles that would serve as
guideposts for future development. In the first
phase of the study, a set of principles of voca-
tional-industrial education was developed and
submitted to teachers, principals, and industrial-
ists for review. During the second phase instru-
ments were developed for data collection and,
after validation, were administered to school ad-
ministrators and teachers, industrial representa-
tives, teacher educators, and national educational
administrative personnel. Specific findings were:
(1) A good program should meet the needs of in-
dustries and the needs of the people, (2)
Adequate coordination between the schools and
local industries is necessary, and (3) Continued
research is needed to insure quality programs of
vocational-industrial education. (Author/GEB)

ED 054 358 VT 013 711

Harrington, Jackie T.
Factors Related to Vocational Choices of Agricul-
tural Education Students.

Pub Date 69

Note—123p.; Ph.D. Dissertation, Louisiana State
University

Available from—University microfilms, Inc., P.O.
Box 1764, Ann Arbor, Michigan, 48106 (Order
no. 70-243, MF \$4.00; Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Agricultural Education, *Career
Choice, College Students, Doctoral Theses,
Educational Needs, Factor Analysis, Manpower
Needs, Occupational Aspiration, *Occupational
Choice, Occupational Guidance, Parent In-
fluence, Student Motivation, Student Opinion,
*Teacher Influence, *Vocational Agriculture
Teachers

With the renewed emphasis upon the im-
portance and support of vocational agriculture
education, it is time for the profession to develop
and conduct a program that will interest more
students to enter the ranks as secondary school
teachers. Thus, this study was conducted in an ef-
fort to identify some of the factors that might
have influenced college students to enroll in an
agricultural education curriculum. Specifically,
the study was to identify: (1) individuals who in-
fluence students in their occupational choice, (2)
the time when college students make their occupa-
tional choice, and (3) the status of occupa-
tional expectations of college students. Using the
descriptive survey method, data for the study
were collected by interview from 135 college stu-
dents during the fall semester of 1968. Statistical
analysis of the data, which included the chi-
square test of significance, revealed that the high
school vocational agriculture teacher had the
greatest influence on student vocational choice.
Included in other findings was the fact that more
than 50 percent indicated a strong desire to enter
the teaching field in vocational agriculture upon
graduation from college. (Author)

ED 054 359 VT 013 712

Keller, Louise Jean

Principles for Vocational Education—Validation of
Statements of Beliefs Selected from the Litera-
ture and Research.

Pub Date Dec 68

Note—165p.; Ph.D. dissertation, Montana State
University

Available from—University Microfilms, Inc., P.O.
Box 1764, Ann Arbor, Michigan 48106 (Order
no. 69-12,877, MF \$4.00; Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Administrator Attitudes, *Beliefs,
Decision Making, Doctoral Theses, *Educa-
tional Philosophy, *Educational Principles, Pro-
gram Planning, Q Sort, State Supervisors,
Validity, *Vocational Education

This study was undertaken to determine a set
of belief statements that, when validated, would
serve as principles for vocational education. The
instrument selected was a modified version of the
Q-sort technique, referred to as a card-sort. The
final instrument included 91 statements of belief
selected from the literature, and was validated
through the responses of State Supervisors from
the United States Office of Education's Region
VIII. The responses were analyzed as to nine
categories of statements: (1) Curriculum, (2)
Definitions, (3) Evaluation, (4) Guidance, (5)
Leadership, (6) Organization and Administration,
(7) People Served, (8) Teacher Education, and
(9) Trends. The conclusion can be drawn that
there are identifiable beliefs on which a specific
reference group can agree. Examples of these in-
clude: (1) Curriculum content is based on occu-
pational analyses, (2) Programs are built around
people, and (3) Follow-up studies of graduates
and drop-outs are evaluative tools for program ef-
fectiveness. (Author)

ED 054 360 VT 013 717

Jobs for America. Annual Report Fiscal 1970.

Economic Development Administration (DOC),
Washington, D.C.

Pub Date 71

Note—180p.

Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,
D.C. 20402 (C46:1-970, \$1.50)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Business, *Depressed Areas (Geo-
graphic), *Economic Development, Employ-
ment Opportunities, Equal Opportunities
(Jobs), Federal Aid, *Federal Programs, Finan-
cial Support, Interagency Coordination,
*Minority Groups, *Regional Planning, Tables
(Data)

During fiscal year 1970, over 800 projects were
approved by the Economic Development Ad-
ministration (EDA) to help create employment
opportunities for jobless and underemployed
Americans. EDA activities included public works,
business loans, technical assistance, and support
for local and regional planning programs.
Establishment of multi-state regional EDA
headquarters has brought the programs closer to
the people. Although decentralization is most ad-
vanced in the public works branch, the technical
assistance and planning activities have been af-
fected as well. (BH)

ED 054 361 VT 013 724

Health Professions and Nursing Student Loan and
Scholarship Programs. Manual of Information,
Policies, and Procedures.

National Institutes of Health (DHEW), Bethesda,
Md. Bureau of Health Manpower Education.

Pub Date 71

Note—318p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Dentists, Educational Finance,
Federal Programs, Financial Needs, Financial
Support, *Health Occupations Education,
Medical Education, Nurses, Pharmacists, Physi-
cians, Professional Occupations, *Professional
Personnel, Scholarships, *Student Loan Pro-
grams, *Subprofessionals, Veterinary Medicine
Identifiers—*Health Manpower Education

This manual covers basic policies and
procedures governing four student loan and
scholarship programs administered within the Bu-
reau of Health Manpower, National Institutes of
Health. An introductory chapter provides defini-
tions, procedures, and reporting common to all
programs, and this is followed by chapters
describing: (1) The Health Professions Student
Loan Program, (2) The Health Professions
Scholarship Program, (3) The Nursing Student
Loan Program, and (4) The Nursing Scholarship
Program. The remaining chapters provide infor-
mation on repayment plans, collection
procedures, accounting for funds, reporting, and
auditing. Information in the manual is provided in
consecutively numbered subchapters and subsec-
tions. Federal legislation, forms, schedules of
repayment plans, sample letters, and checklists
pertinent to the loan and scholarship programs
are appended. (SS)

ED 054 362 VT 013 731

Sherman, G. Allen Pratt, Arden L.

Agriculture and Natural Resources Postsecondary
Programs.

American Association of Junior Colleges,
Washington, D.C.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.
Pub Date 71
Note—63p.

Available from—American Association of Junior Colleges, One Dupont Circle, N.W., Washington, D.C. 20036 (\$2.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Role, *Agribusiness, *Agricultural Education, Agricultural Occupations, Agricultural Technicians, Economic Opportunities, Educational Opportunities, Junior Colleges, *Natural Resources, Post Secondary Education, *Program Development, Rural Youth, Student Needs, *Technical Education, Urban Youth

The science of agriculture and natural resources has undergone changes in recent years and now offers new job opportunities, using the term agribusiness to denote this expanded concept. In view of these changes, school administrators need to be aware of the educational opportunities in this area of work. This publication is intended to aid the director of instruction in a post-secondary institution seeking information regarding curriculums in agriculture and natural resources. It describes the new, broadened concept of this occupational field, and provides sample courses for technical curriculums, Educational opportunities for urban as well as rural students are pointed out, and suggestions are made for ways to serve some of the educational needs of non-agricultural students. Among the topics treated in the eight chapters of this document are: (1) What are the Opportunities of the Future? (2) Schools and Students, (3) Types of Programs, (4) Courses for Technical Curriculums, and (5) Faculty Selection and Training. (Author/JS)

ED 054 363

VT 013 741

Cost-Benefit Analysis: Theory and Application to Manpower Training Programs. A Bibliography. Department of Labor, Washington, D.C. Library. Report No.—Bib-3
Pub Date May 71
Note—44p.

Available from—National Technical Information Service, Springfield, Va. 22151 (MF \$9.5, for hard copy price see catalog)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Books, *Cost Effectiveness, Educational Benefits, *Employment Programs, Government Publications, Job Training, Manpower Development, *Methodology, Periodicals, Program Costs, *Program Evaluation

Identifiers—Manpower Programs

This annotated bibliography includes citations of books, monographs, periodicals, and government reports and publications as related to cost-benefit analysis of manpower training programs. Major sections of the bibliography are: (1) Theory and Methodology of Cost-Benefit Analysis, (2) Application of Cost-Benefit Analysis to Manpower Training Programs—Examples from Reports of Manpower Development and Training Act Programs and Other Related Literature, and (3) Bibliographies Relating to Cost-Benefit Analysis (Both Theoretical and Applied) With Special Consideration Given to Manpower Training Programs. Listings are arranged alphabetically by author as well as by form (books, monographs, and periodicals) and include title, publisher, date, page listing, and annotation. Researchers interested in evaluating educational programs on the basis of cost-benefit should find this bibliography to be a valuable resource. (JS)

ED 054 364

VT 013 757

Brown, Donald V.
Industry-Education Cooperative Program for Preservice and Inservice Vocational and Technical Teacher Training. Final Report.
Union Carbide Corp., Oak Ridge, Tenn. Nuclear Div.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No.—Y-SB-137 (Rev-1)
Pub Date Dec 70
Grant—OEG-0-9-520700-1438-725

Note—65p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Disadvantaged Groups, Inservice Teacher Education, *Institutes (Training Programs), Job Training, Longitudinal Studies, Manpower Development, Preservice Education, Program Descriptions, Program Evaluation,

*School Industry Relationship, *Teacher Education, Technical Education, *Trade and Industrial Education, Vocational Education, *Work Experience Programs

Identifiers—TAT, Training and Technology

An industry-university partnership was established in 1966 in the form of the Training and Technology (TAT) project at the Oak Ridge G-12 Plant. TAT, designed to be the expertise of industrial technology closer to those in vocational education, proposed to involve worker trainees, teachers, and industrial personnel in a two-level training program. Now with 4 years of research and experimentation through a combination of industry and university facilities, equipment, and personnel, the TAT project has evolved into two major components: (1) worker training of disadvantaged youth and adults, and (2) the Teacher Institute. This report concerns the Teacher Institute program (1968-70) as operated by The University of Tennessee in cooperation with agencies within the TAT project, and covers: (1) Inservice Teacher Preparation, (2) Prospective Teacher Preparation, (3) The Graduate Fellowship Program, and (4) Conclusions and Recommendations. Included in the Appendixes are sections on: (1) Representative Inservice Machinery Program, (2) Typical Program Schedule, (3) Program Appraisal, (4) Excerpts from The Evaluation Report, (5) Evaluation Questionnaire, and (6) Proposed and Revised Course Syllabi. (Author/JS)

ED 054 365

VT 013 759

Training Evaluation: A Guide to Its Planning, Development, and Use in Agency Training Courses. Training Systems and Technology Series 4.

Civil Service Commission, Washington, D.C. Bureau of Training.
Report No.—Pamph-T-13
Pub Date May 71

Note—21p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (CS1.48-T13, \$3.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Guides, Conceptual Schemes, Data Collection, *Evaluation Methods, *Implant Programs, Planning, Program Descriptions, *Program Evaluation, *Systems Approach, Training Objectives, Vocational Followup

This paper describes an approach which can be used by the agency training specialist to assess the effectiveness of many internally developed and conducted training courses. It offers a conceptual framework for evaluation, the essential steps in developing training objectives, an in-course training evaluation process, and a description of the steps involved in developing and using data gathering instruments. The paper concludes with a discussion of the factors to be considered when implementing this type of evaluation program. (Author/JS)

ED 054 366

VT 013 768

Associate Degree Education for Nursing—Current Issues, 1971.

National League for Nursing, New York, N.Y. Dept. of Associate Degree Programs.

Report No.—Pub-23-1426

Pub Date 71

Note—74p.: Papers Presented at the Conference of the Council of Associate Degree Programs (4th, Washington, D.C., Mar. 3-5, 1971)

Available from—National League for Nursing, 10 Columbus Circle, New York, N.Y. 10019 (Pub. No. 23-1426, \$2.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Accreditation (Institutions), *Associate Degrees, Community Colleges, *Core Curriculum, Curriculum Development, *Disadvantaged Youth, Educational Opportunities, Health Occupations Education, Manpower Utilization, *Nursing, Teaching

Papers presented at the Conference were: (1) "The Development of Health Care Areas: Development and Implementation of the Concept" by O.H. Duggins, M.O. Drage, and S.S. Katz, (2) "Measuring Our Progress Toward Our Goals" by E. L. Brown, (3) "The Program and the Direction of the National Student Nurses' Association" by M.A. Tuft, (4) "The Utilization of the Registered Nurse Graduate of an Associate Degree Program in Nursing in the United States

Army Medical Department" by A.M. Hays, (5) "Status of the ADN Graduate in the United States Navy Nurse Corps" by A.B. Duerk, (6) "Accreditation: What About the Public" by F.G. Dickey, (7) "The ADN Program and its Present Contribution to the Community" by M.L. Montag, (8) "Developing the Disadvantaged Student in the Community College" by J.A. Colston, (9) "Educating the Disadvantaged Student" by C.L. Dennard, (10) "Teaching the Disadvantaged" by J.K. Griffin, and (11) "What's Different About 2-Year College Teaching?" by R.G. Garrison. Three presentations describe programs for the Disadvantaged in Washington, D.C., Baltimore, Maryland, and Bronx, New York. (SB)

ED 054 367

VT 013 769

Guide for the Development of Libraries For Schools of Nursing. Third Edition.

National League for Nursing, New York, N.Y.

Report No.—Pub-14-1423

Pub Date 71

Note—29p.

Available from—National League for Nursing, 10 Columbus Circle, New York, N.Y. 10019 (Pub. No. 14-1423, \$1.25)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Information Retrieval, *Libraries, Library Expenditures, Library Facilities, Library Materials, *Library Planning, Library Services, *Nursing, *Practical Nursing, Program Evaluation

Designed to be used by those responsible for providing library resources for educational units in nursing, this publication contains standards and suggestions for evaluating the library resources for university, collegiate, and diploma nursing or practical nursing programs. Standards are provided for: (1) The Library Collection, including selection, arrangement, and maintenance, (2) Readers' Services, including interlibrary loans, information retrieval, and circulation procedures and statistics, (3) Technical Services, including acquisitions, cataloging and classification, and serials processing, (4) The Staff, (5) The Library Committee, (6) The Library Facility and Equipment, including location and space requirements, shelving, furniture, and lighting, and (7) Budget. A Medical Library Association checklist for rating a library, and a bibliography are included. (SB)

ED 054 368

VT 013 775

St. John, David Richard
Effects of Movement and Commentary on Manipulative Performance.

Pub Date Aug 71

Note—113p.; Ph.D. Dissertation, Missouri University

Available from—University of Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (MF \$4.00; Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Comparative Analysis, Doctoral Theses, Educational Experiments, *Elementary School Students, Hand Tools, Industrial Education, Instructional Films, *Object Manipulation, *Task Performance, *Teaching Methods, Teaching Models, *Teaching Techniques, Video Tape Recordings

The purpose of this four-group controlled experiment was to ascertain: (1) the effect of a motion model on a learner's performance behavior and (2) the effect of verbal description of the processes included in the demonstration upon a learner's performance behavior. After viewing video tape presentations, one with commentary and one without, of the tasks to be performed, 48 seventh grade girls were asked to cut and fasten two boards with a nail and to fasten two boards with a wood screw, during which time a task analysis was used to identify hand and tool movements involved in the performance of the tasks. Rating scales were developed to measure the extent to which the subjects performed each of the tasks like the models which they had seen. A major conclusion of the study is that when a verbal description of the processes accompanies the visual demonstration of a manipulative task, the learners perform (imitate) significantly more like the model. (Author/JS)

ED 054 369

VT 013 776

Everall, Robert I.
The Effect of Occupational Information Upon Secondary School Youth with Varying Interests

Regarding a Teaching Career in the Field of Industrial Arts.

Pub Date Aug 71

Note—174p.; Ph.D. Dissertation, Missouri University

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-30.706; MF \$4.00; Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Audiolingual Skills, Audiovisual Aids, Career Choice, Doctoral Theses, *Industrial Arts, Interest Tests, *Occupational Information, Questionnaires, *Secondary School Students, Statistical Analysis, *Student Attitudes, Teaching Methods, Vocational Interests

Identifiers—North Central Accrediting Region

The purpose of this study was to experimentally ascertain the effect of career information, with and without audio distraction, on the attitudes and knowledge of students whose interests are similar to or different from successful industrial art teachers. The investigation involved 201 11th grade male students from six randomly selected public secondary schools. The data were obtained with a pre-questionnaire and interest measure prior to the occupational presentations and with a post-measure of attitude, posttest of knowledge, and post-questionnaire following the presentations of information. The mean scores were analyzed using the 2-way analysis of variance. It was concluded that the slide-tape program is one method that can be used to alter attitudes and transmit knowledge of industrial arts teaching to students, and that information without the distractor was more effective in altering attitudes and transmitting knowledge. (Author/GEB)

ED 054 370

VT 013 777

Hill, Clair S.

Comparative Effectiveness of Two Strategies of Computer-Assisted Instruction for Teaching Orthographic Projections.

Pub Date 71

Note—184p.; Ph.D. Dissertation, Missouri University

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (MF \$4.00; Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Academic Achievement, *Comparative Analysis, *Computer Assisted Instruction, Doctoral Theses, Educational Experiments, Educational Strategies, *Elementary School Students, Feedback, Orthographic Symbols, *Task Performance, *Teaching Methods

The purpose of this study was to compare a linear strategy of computer-assisted instruction (CAI) with a tutorial strategy of CAI and to ascertain the effectiveness of each in teaching selected cognitive elements of orthographic projection to sixth grade students. The comparison was made in terms of student achievement on the final task and the time required to complete the instructional sequence. The investigation was conducted as an experimental comparison of two CAI strategies for presenting an instructional sequence in orthographic projection. The strategies utilized were: (1) Linear Strategy, a "drill and practice" level CAI presentation where students receiving information by means of this strategy received an identical sequence of instructional frames, and (2) Tutorial Strategy, a "tutorial level" presentation where the computer diagnosed student errors and presented analogous information in an attempt to remedy individual learning difficulties. Analysis of the data revealed that students who were instructed by means of the tutorial strategy scored significantly higher than the students instructed by means of the linear strategy. (Author)

ED 054 371

VT 013 779

Douglass, Stephen A.

Status of Non-Credit Adult Education in the Community Colleges of the North Central Accrediting Region.

Pub Date Jun 71

Note—101p.; Ed.D. Dissertation, Missouri University

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (MF \$4.00; Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Administrator Guides, Adult Education, *Adult Education Programs, *Community Colleges, Doctoral Theses, *Noncredit Courses,

*Program Administration, Program Descriptions, Program Development, School Surveys, *Vocational Education

Administrators who initiate adult programs need information regarding the practices and procedures currently being followed in community colleges. The purpose of this study was to ascertain the prevailing conditions, procedures, and practices of adult education in public community colleges and to determine the conditions, procedures, and practices considered to be important by Directors of Adult Education in the community colleges of the North Central Accrediting Region. Analysis of questionnaire data revealed that: (1) A large percent of the non-metropolitan community colleges did not use the "advisory committee," (2) A "certificate of attendance" was the primary form of recognition for adult non-credit courses, (3) Course offerings were determined by demand through use of surveys and requests, (4) Participant fees were used for more than one-half of the sources of financial support for all adult education programs except adult basic courses, which were mostly covered by Federal and state funds, and (5) Metropolitan and non-metropolitan community colleges offered adult non-credit education programs in avocational, cultural, vocational, public affairs, and adult basic courses. Additional findings are discussed. (Author/JS)

ED 054 372

VT 013 788

Gebhart, Richard H.

A Comparison of Two Approaches to Developing an Understanding of Industrial Enterprise at the Eighth Grade Level.

Pub Date 71

Note—275p.; Ed.D. Dissertation, Missouri University

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (MF \$4.00; Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Achievement Gains, Doctoral Theses, *Grade 8, *Industrial Arts, Industrial Technology, *Instructional Improvement, Retention, Statistical Analysis, Student Ability, Student Attitudes, *Teaching Methods, Technical Education

The purpose of this study was to ascertain the relative effect of two instructional approaches upon students' understanding of industrial enterprise. Specifically, the study attempted to ascertain the extent to which two differing instructional approaches affected (1) information achievement, (2) attitude, (3) retention of technical information, and (4) the differential effect upon students of differing abilities. Five classes of eighth grade industrial arts students from schools in Wisconsin were used for each of the two instructional approaches. The experimental factor which was varied for the two groups was the student activity. In Group A, the enterprise approach, activities were designed for groups rather than individuals, and a student developed only those skills needed to perform functions in which he was involved. In Group B, the project approach, activities were designed for individuals rather than groups and all students developed similar skills. The findings indicated that a significant difference was found between achievement of students when the A and B approaches were used with approach A being more effective, that no significant difference was found in any of the schools, and that the study failed to reveal a significantly superior instructional approach for promoting greater retention of content related to the development of an understanding of industrial enterprise through industrial arts. (Author/GEB)

ED 054 373

VT 013 789

Hurley, Carl Edward

The Effects of Feedback on Psychomotor Performance of Fourth and Sixth Grade Students.

Pub Date 71

Note—96p.; Ed. D. Dissertation, Missouri University

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 7130710; MF \$4.00; Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Comparative Analysis, Doctoral Theses, Educational Experiments, *Elementary School Students, *Feedback, Grade 4, Grade 6, Industrial Education, Instructional Media, *Psychomotor Skills, Self Evaluation, *Task Performance, *Video Tape Recordings

The purpose of this study was to ascertain whether or not there is a significantly different level of psychomotor performance among fourth and sixth grade students who experience the following feedback treatments: (1) viewing a videotape recording of their own performance, (2) rating their own performance with the aid of a check sheet while viewing their own actions by means of videotape recording, (3) rating their own performance with the aid of a check sheet alone, (4) or receiving none of the experimental treatments (control group). The psychomotor tasks of layout, holding, cutting, and assembling were presented to each subject individually through the use of a film and audio tape recording. After receiving the presentation each subject performed the four operations while his performance was videotaped. After the respective feedback, treatment was administered, and the subject performed the same operations a second time. Each subject's second performance was videotaped for rating by three trained judges. This check sheet produced a performance score on each of the four operations for each subject. A major conclusion is that a higher level of performance does result when a student rates his own performance with the aid of a check sheet and a videotape replay. (Author/JS)

ED 054 374

VT 013 792

Phillips, Thomas Gordon, Jr.

A Comparison of the Effectiveness of a Programmed Text and a Computer Based Display Unit Media in Teaching Fortran IV.

Pub Date Aug 71

Note—536p.; Ed.D. Dissertation, Missouri University

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (MF \$4.00; Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, College Students, Comparative Analysis, *Computer Assisted Instruction, Computer Science Education, Doctoral Theses, Industrial Education, *Instructional Media, *Programmed Texts, Programming, Tables (Data), *Teaching Techniques

The purpose of this study was to compare experimentally the relative effectiveness of two instructional media—a computer-based display unit and a programmed-text booklet—for presenting selected instructional units of a common program for teaching FORTRAN IV. In conducting the study a common program for teaching FORTRAN was prepared and presented by the media being tested to 49 University of Missouri students who took Computer Science 103 during the Fall semester of 1969. Several measurements were obtained for each student including programing aptitude as measured by a Programmer Aptitude Test, and the number of cognitive errors made while working with the medium. Based on these measurements, it was found that students taught by programmed-text booklets made significantly fewer errors when working with the media than did students taught by computer-based display units. However, it was concluded that neither of the two media is superior to the other when they are used for presenting programed instruction to Computer Science 103 students in regard to knowledge of language rules, ability to solve programing problems, and attitude. (Author)

ED 054 375

VT 013 797

Stuart, Chipman Gray

Industrial Arts and Vocational Education: Their History and Present Position in Texas.

Pub Date Aug 68

Note—210p.; Ph.D. Dissertation, Texas University

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 69-6223; MF \$4.00; Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, *Educational History, Educational Philosophy, *Industrial Arts, Performance Factors, *Program Descriptions, Program Evaluation, State Programs, *Vocational Education

Identifiers—*Texas

The purpose of this study was to present the growth of industrial arts and vocational education in Texas. The growth of industrial arts from the sloyd system, through manual training, to the present position is included. The study was hampered somewhat by the fact that statistics and information in industrial arts education in Texas are very much lacking. It was found that State

funds have been appropriated for industrial arts since before 1917, and that curriculum studies conducted from 1958 to 1960 set the present pace for industrial arts programs in Texas. Today, approximately 45 different courses are offered 160,000 students throughout the State. A specific problem is that most courses are specialized in nature, and unless this trend reverses, industrial arts cannot justify its claim of being a portion of general education. A major problem found in vocational education was that it has aspects of a too rigid, too narrow, and too stereotyped curriculum. (Author/GEB)

ED 054 376 VT 013 806
Hill, J. M. M.

The Transition from School to Work: A Study of the Child's Changing Perception of Work from the Age of Seven.

Tavistock Inst. of Human Relations, London (England).

Pub Date Apr 69

Note—87p.

Available from—Centre for Applied Social Research, Tavistock Institute of Human Relations, Tavistock Centre, Belsize Lane, London, NW3 5BA, Great Britain

Document Not Available from EDRS.

Descriptors—Career Planning, *Changing Attitudes, *Child Development, *Guidance Counseling, Interviews, Perception, *Perceptual Development, Vocational Adjustment, Vocational Development, Vocational Education, Vocational Interests, *Work Attitudes

To further clarify the problems relating to the transition from school to work, this pilot project was undertaken to study the way children's perceptions of adult work develop over the course of time. Information for the study was collected through a series of intensive, individual, private interviews with 162 children (ages 7-20) concerning their specific perceptions of adult work. In reporting the results of the project, the discussion is organized by age groups—children from 7 to 9, children from 10 to 12, children from 13 to 15, and children from 16 to 18. An implication of this project is that career guidance might be based upon a constant monitoring of development instead of being located at a relatively narrow point in time. (Author/JS)

ED 054 377 VT 013 808
Syhlman, Bill D.

The Professional Internship Exchange Program in Vocational Education, 1970-1971.

Eastern Washington State Coll., Cheney.; Washington State Coordinating Council for Occupational Education, Olympia.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.

Pub Date 71

Note—64p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cooperative Education, *Exchange Programs, Internship Programs, *Inservice Teacher Education, Internship Programs, *Program Descriptions, Program Evaluation, Projects, *School Industry Relationship, *Vocational Education Teachers, Workshops

Designed to give vocational education teachers actual experience in business and industry, this project involved the joint efforts of Eastern Washington State College and several government and private agencies. The project centered around 10 teachers selected from the various service areas of vocational education, who exchanged positions for 6 weeks with 10 people from business and industry. The document presents a description of the project, an account of the various activities, and a list of the accomplishments. Major sections of the report include: (1) Project Design For Accomplishing Objectives, (2) Workshop Report, (3) Project Evaluation, and (4) Bibliography. (JS)

ED 054 378 VT 013 816
Maley, Donald

The Cluster Concept Program as an Approach to Vocational Education at the Secondary School Level.

Maryland Univ., College Park. Dept. of Industrial Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date May 69

Note—41p.; Presentation at the Recent Innovations in Curriculum Design and Instructional Materials Conference (Rutgers, May 1969)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cluster Grouping, *Curriculum Development, *Educational Research, Job Placement, Occupational Mobility, *Pilot Projects, Program Evaluation, Secondary Grades, Teacher Education, *Vocational Education, Vocational Followup

This paper is a discussion of a 4-year research and development project dealing with the cluster concept approach to vocational education. The concept is a form of vocational education that prepares the individual to enter into gainful employment in a number of occupations which have sufficient commonalities in human requirements and kinds of work to permit a high degree of mobility within the cluster. Its principal mission was to provide job entry skills and second level skills in a series of related areas. This movement was prompted by the increasing mobility of people, the need for mobility within an industry, the need to adopt to technological changes, and the problem of selecting one's life work. The first phase of the project was devoted to a number of important probes and developments, the second phase to teacher education and the preparation of curriculum materials, the third to implementation and further development through field testing and evaluation at the secondary level, and the fourth to implementation and development through testing and evaluation including placement and followup of subjects. (Author/GEB)

ED 054 379 VT 013 832

Welton, Richard F. Bender, Ralph E.

Relationship of Student Characteristics and Program Policies to Participation in FFA. A Digest of a Ph. D. Dissertation.

Ohio State Univ., Columbus. Dept. of Agricultural Education.

Pub Date Jul 71

Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Agricultural Education, Doctoral Theses, Enrichment Activities, Group Membership, *Leader Participation, *Program Evaluation, Program Improvement, Research Needs, School Surveys, *Student Characteristics, Student Participation, Vocational Agriculture, *Youth Clubs

Identifiers—FFA, *Future Farmers of America

This report is a summary of a doctoral thesis concerning the relationship of Future Farmers of America (FFA) Chapter programs and the characteristics of vocational agricultural students participating in FFA activities. Based on data collected from 109 vocational agriculture departments, findings are summarized according to: (1) the attributes of FFA chapters, (2) the relationship between selected FFA chapters and vocational agriculture departments and the extent to which students participate in FFA, (3) characteristics of vocational agriculture students, and (4) the relationship between selected characteristics of vocational agriculture students and their degree of participation in FFA activities. A major conclusion drawn from the findings is that the extent to which students participate in FFA activities is influenced primarily by the number of years students have been enrolled in vocational agriculture. It also was noted that participation of members in FFA activities is increased as chapters provide an opportunity for a high percentage of the membership to become involved in leadership positions within the chapter. Following the conclusions are several recommendations concerning needed research. (Author/JS)

ED 054 380 VT 013 869

Iverson, Maynard J. Bender, Ralph E.

Guidelines for the Development of Student Organizations Associated with Agricultural Programs at Two-Year, Post-Secondary Educational Institutions in the United States. Research Report.

Ohio State Univ., Columbus. Dept. of Agricultural Education.

Pub Date Aug 71

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Agricultural Education, *Guidelines, *Post Secondary Education, *Program Development, School Surveys, Student Needs, Student Organizations, Technical Education, *Youth Clubs

The major purpose of this study was to develop guidelines for use in the initiation and operation of student organizations associated with agricultural programs at 2-year, post-secondary educational institutions in the United States. To gather the necessary data, a three-part questionnaire designed to elicit data on institutions, agriculture departments, and student organizations was developed and mailed to institutions known or believed to have agricultural clubs for students. Based on the results of the survey and the evaluation of a jury of representative practitioners, 10 guidelines were formulated. These include: (1) A student organization associated with the agricultural offerings in a public post-secondary institution should extend and enrich the total educational program, (2) The objectives of the club should reflect the unique characteristics of post-secondary agricultural students and programs, and (3) Membership criteria should encourage full participation and individual development. Also included in this report are the findings and conclusions of the survey and a copy of the questionnaire developed for the study. (Author/JS)

ED 054 381 VT 013 926

Abstracts of Research and Related Materials in Vocational and Technical Education (ARM), Summer 1971.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 71

Note—246p.

Available from—ERIC Clearinghouse for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 (quarterly, one year \$11.00, two years \$18.00)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Abstracts, Clearinghouses, *Educational Research, Information Dissemination, *Technical Education, *Vocational Education

This quarterly publication announces the availability of documents acquired and processed by the Educational Resources Information Center (ERIC) Clearinghouse on Vocational and Technical Education. It contains abstracts of research and other materials which are useful to researchers, supervisors, teacher educators, education specialists, administrators, teachers, and others who have an interest in vocational and technical education. The abstracts are organized by topical groupings: (1) Administration and Supervision, (2) Curriculum, (3) Employment and Occupations, (4) Evaluation and Measurements, (5) Facilities and Equipment, (6) Individuals with Special Needs, (7) Philosophy and Objectives, (8) Research Design, Development and Utilization, (9) Students, Occupational Guidance and Other Student Personnel Services, (10) Teachers and Teacher Education, (11) Teaching and Learning, and (12) Other Resources. Indexes provide the approach to the abstracts by (1) personal and institutional authors, (2) document accession number with a table showing ED numbers for documents available through the ERIC Document Reproduction Service, (3) vocational and supporting services, and (4) subjects. Documents which do not have an individual ED number are available in a separate microfiche set from the ERIC Document Reproduction Service (VT 014 102). (CD)

ED 054 382 VT 013 930

Dean, Ernest H.

A Study of Vocational Education as a Factor in Selecting a Community for a Manufacturing Plant Site.

Pub Date Jun 68

Note—226p., Ed.D. Dissertation, Utah University Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 68-14,961; MF \$4.00; Xerox \$10.00)

Document Not Available from EDRS.

Descriptors—Community Education, Cultural Factors, Decision Making, Doctoral Theses, Educational Needs, *Educational Opportunities, Employer Attitudes, *Industry, Labor Supply, Questionnaires, *School Industry Relationship, *Site Selection, Technical Education, *Vocational Education

Identifiers—Arizona, Colorado, Idaho, Nevada, New Mexico, Utah, Wyoming

The purpose of the study was to determine the factors considered by industrialists as they select communities in which to locate their new manufacturing plants, and to place the relative importance upon vocational-technical education as a factor in the plant site selection process. The three populations consisted of 113 companies of varying sizes who manufactured different products, a group of 93 companies who returned answers to questions, and of a group of 191 companies which answered a second questionnaire. All three populations were from Colorado, New Mexico, Arizona, Nevada, Idaho, Utah, and Wyoming. Of the 27 site selection factors submitted by the manufacturing industry, vocational-technical education ranked in the middle in degree of importance. The clothing, metal fabrication and plating, and electronic-electrical-refrigeration manufacturers rated vocational-technical education as more significant than did other types of manufacturers. Of the ones who investigated this type of education, 70 percent looked for brochures and catalogs as a means of evaluating vocational-technical education. (Author/GEB)

ED 054 383 VT 013 932

Milan, Thomas Rudolph
Vocational Education in Selected High Schools.
Pub Date 22 Aug 68
Note—240p.; Ed.D. Dissertation, Auburn University

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 69-5511; MF \$4.00; Xerography \$10.00)
Document Not Available from EDRS.

Descriptors—*Administrator Attitudes, Doctoral Theses, Educational Facilities, Educational Needs, Educational Opportunities, Measurement Instruments, Principals, *Program Effectiveness, *Program Evaluation, *Secondary Education, Student Needs, Tables (Data), *Vocational Education

Identifiers—Alabama, Arkansas, Louisiana, Mississippi

The purpose of this study were to identify the vocational offerings of 29 high schools in 12 school systems in Alabama, Arkansas, Louisiana, and Mississippi, to determine the principals' perceptions of the vocational programs, the adequacy of the programs as perceived by the principals, and the degree to which the offerings were utilized by the students. The qualifications of the teachers were perceived by the principals as a strong point and the facilities as a weak point of vocational education. Some of the listed needs included more equipment, more materials, better buildings, and a greater variety of course offerings. Additional programs perceived as needed were one agriculture program, 13 distributive education programs, 10 industrial arts programs, and 16 trade and industrial education programs. Six recommendations were made for the improvement of vocational education in the 29 high schools. (Author/GEB)

ED 054 384 VT 013 967

Rayford, Erwin William
Employment Opportunities, Training Needs and Vocational Education for the Graphic Arts in Missouri.
Pub Date 67

Note—252p.; Ed.D. Dissertation, Missouri University

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 68-3645; MF \$4.00; Xerography \$10.00)
Document Not Available from EDRS.

Descriptors—Administrator Attitudes, Automation, Doctoral Theses, *Educational Needs, Employment Opportunities, *Employment Patterns, Graduate Surveys, Graphic Arts, Interviews, Job Training, *Printing, Program Effectiveness, *Program Evaluation, Questionnaires, Student Attitudes, Teacher Attitudes, *Vocational Education

Identifiers—Missouri

The purpose of this study was to ascertain the current and projected employment and training needs for printers in Missouri, the predicted effects of automation on employment and training, and the nature and scope of the vocational printing programs in Missouri. Data were collected from the managers of 265 printing industries, 126 vocational printing graduates, 13 vocational printing instructors in Missouri, and administrators in 11 schools. Some findings were that: (1) From

1962 through 1966, 329 printing students graduated from the 11 schools, (2) Seventy-three percent of these were initially employed in a printing or related trade, (3) The managers, instructors and graduates thought that the schools should provide a broad, basic training, and (4) The instructors and graduates thought that the schools were doing a better job of training than did the industrial respondents. Specific conclusions were that the schools appeared adequately equipped to provide training in cold-type composition and duplicator operation, but not in offset presswork or on tape or electronically controlled machines, and that the effects of automation were not really known. (Author/GEB)

ED 054 385 VT 013 970

Rummell, Winfield Raymond
An Experiment Comparing the Effectiveness of Low Cost Instructional Simulation Against High Cost Equipment Utilization in Teaching Numerical Control Principles.

Pub Date Jul 71

Note—190p.; Ed. D. Dissertation, Arizona State University

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 723003; MF \$4.00; Xerography \$10.00)
Document Not Available from EDRS.

Descriptors—Achievement Gains, *College Students, Doctoral Theses, *Industrial Education, Metals, *Numerical Control, Performance Factors, *Simulation, Statistical Analysis, Student Attitudes, Teaching Machines, *Teaching Methods, Vocational Education

This study was designed to investigate the effectiveness of low cost instructional simulation, with numerical control (N/C) used as the subject vehicle. A unit of study was developed that included a detailed list of the behavioral changes which were desired for the students and the instructional materials and procedures deemed necessary for aiding the students in developing these desired behavioral changes. A numerically controlled milling machine was used for the control group and low cost simulation devices were used for the experimental group. The measures taken included the achievement of the basic principles of N/C, performance in writing an N/C part program, and an inventory of the student's attitude toward N/C. Included in the six conclusions, based on a statistical analysis of data, was the general conclusion that simulation is as effective as the utilization of numerically controlled equipment for teaching the basic principles of N/C to students enrolled in undergraduate introductory metal processing courses. (Author/GEB)

ED 054 386 08 VT 013 974

Cross, Aleene A. And Others
Evaluation of Vocational Home Economics Programs in Terms of the Effectiveness of Full-Time Homemakers and Homemakers Who Are Also Full Time Employees. Final Report.

Georgia Univ., Athens. Coll. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-1204

Pub Date Mar 71

Grant—OEG-4-9-201204-0026-085

Note—49p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Analysis, *Graduate Surveys, *Home Economics Education, Homemakers Clubs, Homemaking Education, Homemaking Skills, Measurement Instruments, Occupational Home Economics, Perception, *Program Effectiveness, *Program Evaluation, Program Improvement, *Role Perception, Secondary Education

The major hypothesis of this study was that homemakers who have been enrolled in a home economics program designed to prepare for the vocation of homemaking perceive themselves as more effective homemakers and/or as full time employees than those who have not been enrolled in such a program. To conduct the study, the Duncan's New Multiple Range Test was used to analyze questionnaire data collected for the two samples of homemakers which were taken from four states. One questionnaire was completed by full time homemakers and a shorter questionnaire was completed by employed homemakers. A low score on the instruments designated that the homemaker had a positive perception of her own homemaking abilities. These perceptions were

analyzed in terms of variables such as: (1) the husbands' occupation for the full-time homemaker and wife's own occupation for the employed homemaker, (2) years of high school home economics enrollment, and (3) geographic location. Based on these variables it was concluded that the perceived effectiveness of full-time homemakers increased with enrollment in high school home economics classes, with years of participation in homemaker's clubs, and with amount of time spent in homemaking tasks under parental supervision. (Author/JS)

ED 054 387 VT 013 984

Dunn, Dorothy F.

Survey for Comparison of Effectiveness of Home Management with Residency Versus Home Management Without Residency Laboratory, 1966-1968. Final Report.

Wisconsin State Universities Consortium of Research Development, Stevens Point.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2728-15

Pub Date Dec 69

Grant—OEG-3-6-062728-2129

Note—63p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Curriculum, Comparative Analysis, Followup Studies, *Graduate Surveys, *Home Economics Education, *Home Management, *Learning Laboratories, Program Effectiveness, *Program Evaluation, Program Improvement, Teaching Methods

In order to evaluate resident and non-resident experiences in relation to a home management program, questionnaire responses were solicited from a select group of home economics graduates. Based on analysis of data collected by questionnaire, it was found that 84 percent of the resident group and 60 percent of the non-resident group stated that, given the opportunity, they would still enroll in the same home management course. Reasons given by the residents who would change were adjustment of schedules for marriage, money, and part-time employment. Further, 40 percent of the non-residents would now select the resident course because they thought they would learn more. Among the several suggestions for program improvement offered by the respondents is that individual and group projects for both resident and non-resident students be improved. (Author/JS)

ED 054 388 08 VT 013 985

Dunn, Dorothy F.

A Survey of Training Needs and Internships for Non-Teaching Positions in Home Economics. Final Report.

Wisconsin State Universities Consortium of Research Development, Stevens Point.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2728-14

Pub Date Dec 69

Grant—OEG-3-6-062728-2129

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Curriculum, Cooperative Education, *Educational Needs, *Employer Attitudes, *Employment Qualifications, *Home Economics Education, Internship Programs, *Occupational Home Economics, Occupational Surveys, Program Development, School Industry Relationship, Surveys

In order to evaluate the effectiveness of selected undergraduate programs of home economics, questionnaire data on 294 graduates employed in non-teaching settings were collected from executive officers, personnel managers, and directors of consumer, home, food, laboratory, and research sciences. Through their replies, these individuals warned that future home economists in business must have a better understanding of the free enterprise system prior to employment rather than to expect to adjust to business with on-the-job training. Therefore, it is recommended that instruction to develop this needed understanding be provided through college programs. Another result of the 27-state survey was the expressed opinion that a knowledge of the respective specialization is of primary importance. Furthermore, employers felt that university training should instill discipline of work, knowledge of the principles behind the skills, acceptance of responsibility, and the ability to plan and reason in logical sequence. Still

another recommendation is that joint committees should be established to create adaptable and viable systems for reviewing the desired image of the home economist in business. (JS)

ED 054 389

VT 014 088

Butter, James J. And Others

A Junior High School Industrial Technology Curriculum Project: A Final Evaluation of the Industrial Arts Curriculum Project (IACP), 1965-1971.

Ohio State Univ., Columbus. Research Foundation.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No—BR-7-0003

Pub Date 31 Aug 71

Grant—OEG-3-7-070003-1608

Note—395p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Construction Industry, *Curriculum Development, Curriculum Evaluation, Educational Innovation, *Industrial Arts, Industrial Technology, *Instructional Materials, Junior High Schools, Manufacturing Industry, *Program Evaluation, Project Training Methods, *Research Projects, School Industry Relationship

Identifiers—IACP, *Industrial Arts Curriculum Project

The objective of the Industrial Arts Curriculum Project (IACP) was to develop, refine, and institutionalize a new and relevant 2-year junior high industrial arts program. The study focused on "industrial technology," the knowledge of management, production, and personnel practices used by men to produce goods to satisfy their needs through construction and manufacturing activities. As a result of a 6 year program of intensive research and development, field testing, evaluations, and revisions, two 1-year courses were developed. These courses are entitled "The World of Construction" and "The World of Manufacturing," and the instructional packages for each include: textbooks, laboratory manuals, teacher's guides, achievement tests, related hardware, and audio-visual materials. The materials were field tested over a 4-year period with 20,000 students in 13 states and were coordinated through 124 headquarters and field staff. Workshops have been conducted in 45 colleges and universities for preparing teachers to adopt or adapt the IACP system. The instructional packages are available through McKnight and McKnight Publishing Co., Bloomington, Illinois, and are adaptable to existing industrial arts facilities. (Author/GEB)

ED 054 390

VT 014 102

Microfiche Collection of Clearinghouse Documents Reported in Abstracts of Research and Related

Materials in Vocational and Technical Education (ARM), Summer 1971.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 71

Note—5,264p.

EDRS Price MF-\$16.72 HC Not Available from EDRS.

Descriptors—Clearinghouses, Documentation, *Educational Research, *Indexes (Locators), Information Retrieval, Information Storage, Microfiche, Resource Materials, *Technical Education, *Vocational Education

Documents announced with VT numbers only in the Summer 1971 issue (VT 013 926) of "Abstracts of Research and Related Materials in Vocational and Technical Education" (ARM) are included in this microfiche set. Microfiche availability for these documents is shown on the ARM resume as MF AVAILABLE IN VT-ERIC SET. The microfiche set is arranged in the following sequence: (1) a Vocational Technical (VT) number index to documents in the microfiche collection, (2) the author index, the vocational and supporting services index, and the subject index from ARM, and (3) the full text of documents listed in the VT number index. The texts are filmed continuously in VT number sequence. (CD)

Subject Index

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This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors*, are in alphabetical order.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the report can be found under that number in the résumé section.

Perception

Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

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Ability Identification

Development of a Taxonomy of Human Performance: A Feasibility Study of Ability Dimensions for Classifying Human Tasks. ED 053 343

Abstract Reasoning

Performance on Raven's Progressive Matrices of Elementary-School Negro Children Involved in an Algebra Program. ED 054 218

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Abstracts of Research and Related Materials in Vocational and Technical Education (ARM), Summer 1971. ED 054 381

Current Publications in Population/Family Planning. Number 15. ED 054 042

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Grading Standards: The Relation of Changes in Average Student Ability to the Average Grades Awarded. ED 054 226

Text Book Underlining as an Index of Student Identification of Relevant Instructional Content. Final Report. WSU-CORD. ED 053 431

Academic Achievement

The Academic Achievement of Spanish-Speaking First Graders in Connecticut. ED 054 275

Anxiety and School Related Interventions: A Selective Review and Synthesis of the Psychological Literature. Interpretive Study II. Division of Research Reports. ED 053 401

Area Scales of the Navy Vocational Interest Inventory as Predictors of School Performance and Rating Assignment. ED 054 319

A Comparison of the Effectiveness of a Programmed Text and a Computer Based Display Unit Media in Teaching Fortran IV. ED 054 374

Designs and Proposal for Early Childhood Research: A New Look: The Unacknowledged Role of Culture Conflict in Negro Education. (One in a Series of Six Papers). ED 053 810

Education and Labor Force Participation of the Poor. ED 054 256

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Effects of State Anxiety and Programming Variables on the Computer-Assisted Learning of College Students. Final Report. ED 053 574

An Evaluation Design for San Jose Unified School District's Compensatory Education Program. ED 053 822

Financial Aids for Community College Students. ED 053 721

Integration in Evanston, 1967-71: A Longitudinal Evaluation. ED 054 292

Student Achievement in Language Arts and the Organizational Climate of Schools. Final Report. ED 054 240

A Summary of Research in Rural Education: Testimony to the United States Senate Select Committee on Equal Educational Opportunity. ED 053 842

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Academic Freedom

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Academic Performance

An Analysis of Academic Performance of Working and Non-Working Students on Academic Probation at Northern Illinois University. ED 053 668

A Study of Foreign Language at the University of Illinois Using the CEEB Foreign Language Placement Tests and End-of-Course Grades. ED 054 223

Accountability Through Evaluation Institute Educational Accountability Through Evaluation. ED 054 221

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The Use of Individual Goal-Setting Conferences as a Motivational Technique. ED 053 816

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The following clearinghouse prefixes are used:

AA — Leasco Systems and Research
AC — Adult Education
CG — Counseling and Personnel Services
EA — Educational Management
EC — Exceptional Children
EM — Educational Media and Technology
FL — Languages and Linguistics
HE — Higher Education
JC — Junior Colleges
LI — Library and Information Sciences

PS — Early Childhood Education
RC — Rural Education and Small Schools
RE — Reading
SE — Science, Mathematics, and Environmental Education
SO — Social Studies/ Social Science Education
SP — Teacher Education
TE — Teaching of English
TM — Tests, Measurement, and Evaluation
UD — Disadvantaged
VT — Vocational and Technical Education

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TE002507	ED054144	TM000780	ED054205	UD011751	ED054266	VT010962	ED054327	VT014088	ED054389
TE002510	ED054145	TM000781	ED054206	UD011752	ED054267	VT010963	ED054328	VT014102	ED054390
TE002523	ED054146	TM000782	ED054207	UD011754	ED054268	VT012103	ED054329		

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